Florida Virtual School

School Administrator Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

School Administrator Evaluation System

Table of Contents

Part I: Evaluation System Overview	. 4
Part II: Evaluation System Requirements	. 6
Part III: Evaluation Procedures	. 8
Part IV: Evaluation Criteria	10
A. Instructional Leadership	10
B. Other Indicators of Performance	12
C. Performance of Students	13
D. Summative Rating Calculation	15
Appendices	18
Appendix A – Evaluation Framework Crosswalk	18
Appendix B – Observation Instruments for School Administrators	26
Appendix C – Student Performance Measures	59
Appendix D – Summative Evaluation Forms	60

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.

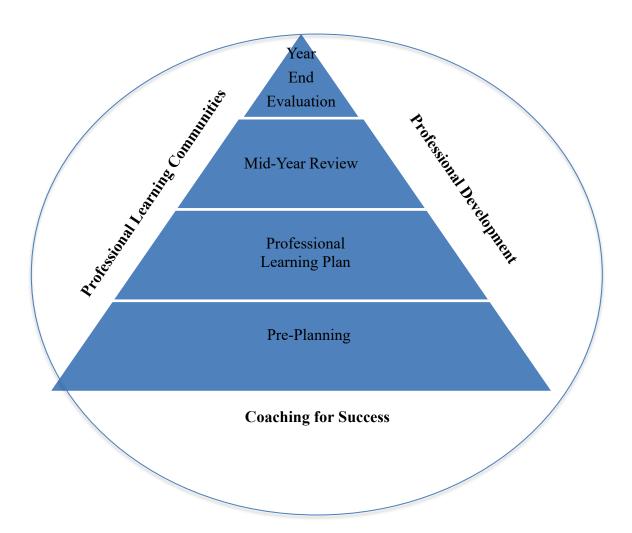
Florida Virtual School® (FLVS®) is a fully accredited, statewide public school district with a 25-year history of successfully educating students. An award-winning, international leader in online learning, FLVS offers more than 190 free courses to Kindergarten–Grade 12 public, charter, private, and homeschool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

➤ 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);
 - Lise 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	 Observations Weekly: one-on-one observation of school leader's reflective practices and effective use of data related to student success (weekly call with supervisor) Bi-weekly: observation of school leader interactions with colleagues (IL Team Meetings) Monthly: direct observation of school leaders' interactions with teachers (schoolhouse meeting). Artifacts Data Collection Weekly one-on-one conferences with direct supervisor

		Student, parent and teacher surveys
Principals	Ongoing throughout the school year	 Observations Weekly: one-on-one observation of school leader's reflective practices and effective use of data related to student success (weekly call with supervisor) Bi-weekly: observation of school leader interactions with colleagues (IL Team Meetings) Monthly: direct observation of school leaders' interactions with teachers (schoolhouse meeting). Artifacts Data Collection Weekly one-on-one conferences with direct supervisor Student, parent and teacher surveys

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.)

Performance Rating	Points Earned
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.

Chart A:

Domains and Indicators	Domains and Indicators EOY Domain EOY Points Possible		ible			
	Weight	HE	Е	NI	U	
Domain 1: Strategic/Cultural Leadership						
1a: Creates an Organizational Vision, Mission, and						
Strategic Goals		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	15%					
Environment	13/6	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	
Domain 2: Systems L	eadership					
2a: Leverages Human and School Resources		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	15%					
Students and Staff	13/6	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	
Domain 3: Leadership	or Learning					
3a: Leads School Improvement Initiatives		5	3.8	3.05	1.3	
3b: Aligns Curricula, Instruction, and Assessments	20%	5	3.8	3.05	1.3	
3c: Implements High Quality Instruction	20%	5	3.8	3.05	1.3	
3d: Sets High Expectations for All Students		5	3.8	3.05	1.3	
Domain 4: Professional and Cor	nmunity Leaders	hip				
4a: Maximizes Professional Responsibilities Through						
Parent Involvement and Community Engagement		2	1.52	1.22	0.52	
4b: Shows professionalism		2	1.52	1.22	0.52	
4c: Supports Professional Growth	6%	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:

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

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.

Other Indicators of Performance	Section Weight	HE	E	NI	U
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.)

Performance Rating	Points Earned		
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.

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 (\overline{X} - .75*sd) = 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.

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	Performance Rating	Point Allocation
Category		
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

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.

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

Performance of S	tudents 35%
Performance Rating	Point Allocation
Highly Effective	35
Effective	26.6
Needs Improvement	21.35
Unsatisfactory	9.1

Final Summative Ev	aluation Score
Performance Rating	Points Earned
Highly Effective	85-100
Effective	70-84
Needs Improvement	55-69

School Administrator Evaluation System

Unsatisfactory	0-54
----------------	------

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.

Alignment to the Florida Educational Leadership Assistant Principal Descriptors	Standards,
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promot being of all students. All school administrators:	e the academic success and well-
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
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to shared vision, mission, and core values to promote the academic success and well-being of	
 Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies; 	la
 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; 	1 1b, 3a
 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
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe academic success and well-being of all students. Assistant principals:	school environment and promote the
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

	Alignment to the Florida Educational Leadership S Assistant Principal Descriptors	tandards,
	Practice	Evaluation Indicators
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
1.	Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3a
4. \$	Student Learning and Continuous School Improvement	
	ective educational leaders enable continuous improvement to promote the academic succe istant principals:	ess and well-being of all students.
a.	Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	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

	Alignment to the Florida Educational Leadership S Assistant Principal Descriptors	tandards,
	Practice	Evaluation Indicators
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
5.]	Learning Environment	
	ective educational leaders cultivate a caring, rigorous, and supportive school community c cess and well-being of all students. Assistant principals:	that promotes the academic
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
6.]	Recruitment and Professional Learning	
sys	ective educational leaders build the collective and individual professional capacity of scho tems and offering professional learning to promote the academic success and well-being o ncipals:	
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

	Alignment to the Florida Educational Leadership S Assistant Principal Descriptors	Standards,
	Practice	Evaluation Indicators
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
7.]	Building Leadership Expertise	
	ective educational leaders cultivate, support, and develop other school leaders to promote ng of all students. Assistant principals:	e the academic success and well-
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
8. I	Meaningful Parent, Family, and Community Engagement	
par	ective educational leaders utilize multiple means of reciprocal communication to build relents, families, and other stakeholders to promote the academic success and well-being of ninistrators:	
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

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

	Alignment to the Florida Educational Leadership S School Principal Descriptors	standards,
	Practice	Evaluation Indicators
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
2.	Vision and Mission	
	ective educational leaders collaborate with parents, students, and other stakeholders to d ared vision, mission, and core values to promote the academic success and well-being of a	
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
3. 5	School Operations, Management, and Safety	
	ective educational leaders manage school operations and resources to cultivate a safe sch ademic success and well-being of all students. School principals:	nool environment and promote the
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

	Practice	Evaluation Indicators
Э.	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
•	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
ζ.	Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	2d, 4d
1.	Develop and maintain effective relationships with the district office and governing board;	2d, 4b
	Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	2e
i.	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
1. §	Student Learning and Continuous School Improvement	
Effe	ective educational leaders enable continuous improvement to promote the academic successool principals:	ess and well-being of all studen
Effe	ective educational leaders enable continuous improvement to promote the academic succe	ess and well-being of all student
Effe Sch	ective educational leaders enable continuous improvement to promote the academic successool principals: Create and maintain a school climate and culture of high expectations and enable	
Effe Sch	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; 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	3d
Effe Sch n.	cetive educational leaders enable continuous improvement to promote the academic successool principals: 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; 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; Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet	3d 3b
Effe Sch u.	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; 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; 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; Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or	3d 3b 2a, 3a
Effe Sch n. D.	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; 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; 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; 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; Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local,	3d 3b 2a, 3a 1a, 1b, 2a, 3a, 3b
Effe Sch	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; 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; 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; 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; 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.; Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for,	3d 3b 2a, 3a 1a, 1b, 2a, 3a, 3b 1b, 3d

	Alignment to the Florida Educational Leadership S School Principal Descriptors	Standards,
	Practice	Evaluation Indicators
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
6. l	Recruitment and Professional Learning	
	ective educational leaders build the collective and individual professional capacity of sch tems and offering professional learning to promote the academic success and well-being o	
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
7.]	Building Leadership Expertise	
	ective educational leaders cultivate, support and develop other school leaders to promote ng of all students. School principals:	the academic success and well-
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

	Alignment to the Florida Educational Leadership Standards, School Principal Descriptors						
	Practice Evaluation Indicators						
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					
8. I	Meaningful Parent, Family, and Community Engagement						
par	ective educational leaders utilize multiple means of reciprocal communication to build re ents, families, and other stakeholders to promote the academic success and well-being of ninistrators:						
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

FLVS School Principal Evaluation Rubric

*Adapted and used with permission from the Pennsylvania Department of Education

Domain 1: Strategic/Cultural Leadership

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	Effective	Highly Effective
		Improvement		
1a: Creates an	The school leader	The school leader	The school leader	and
Organizational	fails to satisfy the	develops a vision,	implements a	
Vision, Mission,	component as	mission, and	process that	The school leader
and Strategic	defined.	strategic goals	includes	designs, initiates,
Goals:		based on his/her	stakeholders for	and implements
	The school leader	own individual	developing a	collaborative
The school leader	fails to develop a	beliefs regarding	shared vision and	processes to
plans strategically	vision, mission, or	future needs of	strategic goals for	collect and
and	strategic goals.	student	student	analyze data
collaboratively		performance, with	achievement that	about progress
creates a vision,	The school leader	limited evidence of	results in rigor and	for the periodic
mission, and	fails to	stakeholder	relevance for	review and
goals around	demonstrate the	involvement.	students and staff.	revision of the
personalized	involvement of staff			vision, mission,
student success	and stakeholders in		The school	and strategic
that is aligned to	a strategic process		leader maintains	goals.
organizational	that leads to the		a focus on the	
goals.	development of a		vision and	The school leader
	vision, mission, and		strategic goals	systematically
FELS Standards: 2a,	goals.		throughout the	ensures that the
2c, 2e, 4d			school year.	vision, mission,
				values, beliefs and
			The school leader	goals drive
			ensures that staff	decisions that
			incorporates the	positively
			vision, mission, and	influence the
			strategic goals in	culture of the
			their instructional	school.
			plans to assure that	
			students achieve	

				<u> </u>
			expected	
			outcomes.	
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
1b: Uses Data	The school leader	The school leader	The school leader	and
for Informed	fails to satisfy the	infrequently uses	collects, analyzes,	
Decision	component as	data and	monitors, and	The school leader
Making:	defined.	assessments to	uses data	activates and
		monitor progress.	systematically	sustains a school
The school leader	The school leader	, ,	regarding the	wide system for
develops,	fails to	The school leader	school's progress	monitoring and
analyzes and	demonstrate the	exhibits the	in driving	evaluating
ensures	ability to analyze or	inability to develop	informed	progress toward
utilization	use data to drive	the capacity of staff	decision- making	achieving school
of multiple data	effective decision-	and other	for the	goals and student
sources to drive	making.	stakeholders to use	attainment of	outcomes.
effective		data for decision-	strategic goals	
decision-making,		making.	and objectives.	The school leader
specifically as it			,	listens, evaluates,
pertains to			The school leader	and considers staff
progress-			develops the	and other
monitoring of			capacity of staff	stakeholders' input
student			and other	regarding
performance			stakeholders to use	recommended
data and closing			data for decision-	activities and
the achievement			making.	initiatives.
gap.				
0-1				
FELS Standards: 2b,				
2c, 4d, 4e, 5d				
Component	Unsatisfactory	Needs	Effective	Highly Effective
	,	Improvement		3 7 333 3
1c: Builds a	The school leader	The school leader	The school leader	and
Collaborative	fails to satisfy the	frequently makes	creates a	
and Empowering	component as	unilateral	collaborative work	The school
Work	defined.	decisions (uses	environment	leader
Environment:		distributive	predicated upon	empowers staff
	The school leader	leadership	cooperation	and other
The school	fails to	infrequently).	among and	stakeholders to
leader develops	demonstrate the		between	assume
a culture of	involvement of staff	The school leader	stakeholders.	responsibility for
collaboration,	and stakeholders in	inconsistently		making
distributive	discussions and	includes	The school leader	decisions
a.stribative	4.5045510115 4114		e serioor reduct	2.30.0.01.0

loodorchin and	docicione recendire	stakahaldara in	consistantly.	rogarding the
leadership, and	decisions regarding	stakeholders in	consistently	regarding the
continuous	school issues.	the decision-	engages in shared	school culture
improvement		making	decision-making	and student
conducive to		processes.	and distributive	achievement.
student			leadership.	
learning and		The school leader		The school
professional		articulates the	The school leader	leader
growth. The		importance of	actively models	establishes an
school leader		building a sense of	behaviors that	environment
empowers staff		empowerment	promote a sense of	where staff
in the		among staff, but	empowerment	and other
development		only sporadically	among staff and	stakeholders:
and successful		incorporates	stakeholders.	-Select and
implementation		activities, tools, and		implement
of initiatives		protocols to		effective
that better		develop		improvement
serve students,		empowerment		strategies.
staff, and the		among staff.		StrateBies.
school.				-Assess and
				monitor
FELS Standards: 2c,				progress
2e, 6c, 6d, 6h, 8b				towards
				achieving the
				vision,
				mission, and
				strategic
				goals.
				goais.
				-Lead planning and
				monitoring efforts.
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
1d: Leads	The school leader	The school leader	The school leader	and
Change Efforts	fails to satisfy the	articulates the	implements a	
for Continuous	component as	importance of the	change process to	The school leader
Improvement:	defined.	change process;	ensure continuous	drives major
		however, when	school	initiatives that help
The school leader	The school leader	change occurs, it is	improvement.	students be
will accept	fails to identify the	only through		successful.
accountability for	importance of the	random processes.		
all students	change process			The school leader
through	with no provision			systematically
identification and	for positively			examines the status
recognition of	impacting the			quo, identifies
barriers and their	culture and			beneficial changes,

academic success, the school leader systematically guides all stakeholders through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,		1	1	T	<u> </u>
the school leader systematically guides all stakeholders through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,	· ·	performance of the			and leads the
systematically guides all stakeholders through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,	academic success,	school.			change process to
guides all stakeholders through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,	the school leader				successful
stakeholders through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,	systematically				completion.
through the change process to positively impact the culture and performance of the school. FELS Standards: 1c,	guides all				
change process to positively impact the culture and performance of the school. FELS Standards: 1c,	stakeholders				
positively impact the culture and performance of the school. FELS Standards: 1c,	through the				
the culture and performance of the school. FELS Standards: 1c,	change process to				
performance of the school. FELS Standards: 1c,	positively impact				
the school. FELS Standards: 1c,	the culture and				
FELS Standards: 1c,	performance of				
	the school.				
2d	FELS Standards: 1c,				
44	2d				
Component Unsatisfactory Needs Effective Highly Effective	Component	Unsatisfactory	Needs	Effective	Highly Effective
Improvement			Improvement		
1e:The school leaderThe school leaderThe school and	1e:	The school leader	The school leader	The school	and
Celebrates fails to satisfy the inconsistently leader	Celebrates	fails to satisfy the	inconsistently	leader	
Accomplishcomponent asutilizes lessonsrecognizesThe school leader	Accomplish	component as	utilizes lessons	recognizes	The school leader
ments and defined. from individual and utilizes recognition,	ments and	defined.	from	individual and	utilizes recognition,
Acknowledaccomplishmentscollectivereward, and	Acknowled		accomplishments	collective	reward, and
ges The school leader and failures to contributions advancement as a	ges	The school leader	and failures to	contributions	advancement as a
Failures: fails to utilize positively impact in a systematic way to promote the	Failures:	fails to utilize	positively impact	in a systematic	way to promote the
lessons from the culture and manner accomplishments of		lessons from	the culture and	manner	accomplishments of
The school leader accomplishments performance of the toward the school.	The school leader	accomplishments	performance of the	toward	the school.
recognizes and failures to school. attainment of	recognizes	and failures to	school.	attainment of	
parents, students, positively impact strategic goals.	parents, students,	positively impact		strategic goals.	
and other the culture and	and other	1 -			
stakeholders for performance of the The school leader	stakeholders for	performance of the		The school leader	
their contribution school. utilizes failure as an	their contribution	·		utilizes failure as an	
and engagement opportunity to	and engagement			opportunity to	
that enhances the improve school					
school community culture and student				•	
by utilizing lessons performance.					
from	, ,				
accomplishments					
and failures to	· ·				
positively impact					
the culture and	· · ·				
performance of					
the school.	· ·				
FELS Standards: 2e,	FFLS Standards: 20				
8d	I LLJ Jianuarus, ZE.				

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.

		I	
Unsatisfactory	Needs	Effective	Highly Effective
	•		
	The school leader		and
•	utilizes systems	_	
component as	for allocating	i i	The school leader
defined.	available	•	integrates school
	resources that are	· ·	resources to
The school leader	not transparent.	_	maximize the
fails to		resources.	efficiency of
systematically			school operations.
allocate available			
resources that		ensures the	The school leader
support the		strategic	uses data and
= =		allocation and use	feedback to
		of available	assess the success
_		resources to meet	of program
•		instructional goals	decisions.
3011001.		_	
		• •	
l la catiafa at am.	Neede	rff a ations	Highly Effective
Unsatisfactory		Effective	Highly Effective
The school leader		The school leader	and
			dire
·			The school leader
•	•		proactively
defined.	•		recommends
The school leader	evaluates stair.	_	decisions regarding
	The school	_	hiring, transfers,
		· .	retention, and
	•		dismissal.
	• •	•	
focused on	to all new	performance.	
focused on improving student		performance.	The school leader
	to all new personnel.	The school leader	The school leader proactively
improving student			proactively recognizes quality
improving student	personnel.	The school leader	proactively recognizes quality teaching and
improving student achievement.	personnel. The school leader	The school leader recruits and	proactively recognizes quality
100 - 100 S N 6 8 5	The school leader fails to satisfy the component as defined. The school leader fails to systematically allocate available	Improvement The school leader fails to satisfy the component as defined. The school leader fails to satisfy the component as defined. The school leader fails to systematically failocate available resources that support the vision, mission, and strategic goals of the school. The school leader fails to satisfy the component as defined. The school leader fails to maintain a high performing Improvement The school leader inconsistently supervises and evaluates staff. The school leader fails to maintain a high performing	Improvement The school leader fails to satisfy the component as defined. The school leader fails to satisfy the component as defined. The school leader fails to satisfy the component as defined. The school leader fails to satisfy the component as support the component as defined. The school leader fails to satisfy the component as defined. The school leader fails to satisfy the component as defined. The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader fails to maintain a nigh performing The school leader for allowing for allowing organizational procedures and uses the results to

	I	T .		1
achievement, and	and staff	highly qualified	of all students.	expected
student learning in	performance.	personnel.		performance.
accordance with			The school	
Florida state law.	The school leader		leader	The school leader
The school leader	fails to provide		participates	ties human
works to develop	induction support		with	resources
future leaders,	to all new staff.		appropriate	decisions to
oversees induction	to an new stan.		personnel to	
	T l l l l l		•	achieving the
and mentoring, and	The school leader		select highly	vision and goals of
proactively	fails to select and		qualified staff.	the school.
recommends	retain highly			
decisions regarding	qualified personnel.		The school leader	The school leader
hiring, transfers,			complies with	proactively creates
retention and			and supports the	additional induction
dismissal.			induction	opportunities to
			processes to	support all new
FELS Standards: 2e,			support all new	personnel.
3b, 3c, 6a, 6h, 7b,			personnel.	personner.
7d			personner.	
/ u			The selection day	
			The school leader	
			maintains a high	
			performing staff,	
			which is focused on	
			improving student	
			achievement.	
Component	Unsatisfactory	Needs		Highly Effective
Component	Unsatisfactory	Needs Improvement	achievement.	Highly Effective
Component 2c: Establishes	•	Improvement	achievement. Effective	
•	The school leader	Improvement The school leader	achievement. Effective The school	Highly Effective and
2c: Establishes and Implements	•	Improvement The school leader utilizes only	achievement. Effective The school leader engages	
2c: Establishes and Implements Expectations for	The school leader	Improvement The school leader	achievement. Effective The school	
2c: Establishes and Implements Expectations for Students and	The school leader fails to satisfy the	Improvement The school leader utilizes only	achievement. Effective The school leader engages	and
2c: Establishes and Implements Expectations for	The school leader fails to satisfy the component as	Improvement The school leader utilizes only school rules and procedures	The school leader engages students and staff members in	and The school leader
2c: Establishes and Implements Expectations for Students and Staff:	The school leader fails to satisfy the component as defined.	Improvement The school leader utilizes only school rules and procedures required by	The school leader engages students and staff members in developing	and The school leader creates and revises rules and
2c: Establishes and Implements Expectations for Students and Staff: The school leader is	The school leader fails to satisfy the component as defined. The school leader	Improvement The school leader utilizes only school rules and procedures required by organizational	The school leader engages students and staff members in developing expectations for	and The school leader creates and revises rules and procedures to
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for	The school leader fails to satisfy the component as defined. The school leader fails to establish	Improvement The school leader utilizes only school rules and procedures required by organizational administration	The school leader engages students and staff members in developing expectations for learning and	and The school leader creates and revises rules and procedures to maintain a safe and
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations,	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school	achievement. Effective The school leader engages students and staff members in developing expectations for learning and improved	and The school leader creates and revises rules and procedures to maintain a safe and positive school
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules,	Improvement The school leader utilizes only school rules and procedures required by organizational administration	The school leader engages students and staff members in developing expectations for learning and	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations,	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy.	achievement. Effective The school leader engages students and staff members in developing expectations for learning and improved performance.	and The school leader creates and revises rules and procedures to maintain a safe and positive school
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules,	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations,	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations, structures, rules,	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and enforces	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear expectations,	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to monitor their own
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for students and staff	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for students and staff in a positive, fair,	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and enforces	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear expectations,	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to monitor their own
2c: Establishes and Implements Expectations for Students and Staff: 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	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and enforces expectations, rules,	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear expectations, structures, and fair	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to monitor their own performance and exceed school-wide
2c: Establishes and Implements Expectations for Students and Staff: The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for students and staff in a positive, fair,	The school leader fails to satisfy the component as defined. The school leader fails to establish clear expectations, structures, rules, and procedures for	Improvement The school leader utilizes only school rules and procedures required by organizational administration and/or school policy. The school leader inconsistently communicates and enforces expectations, rules, and procedures for	The school leader engages students and staff members in developing expectations for learning and improved performance. The school leader communicates and enforces clear expectations, structures, and fair rules and	and The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The school leader empowers staff to monitor their own performance and

School Administrator Evaluation System

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

2d: Communicates Effectively and Strategically:

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.

FELS Standards: 3d, 3e, 3g, 3h, 4f, 8b, 8c, 8e The school leader fails to satisfy the component as defined.

The school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.

The school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.

The school leader inconsistently implements processes to resolve problems and/or areas of conflict within the school.

The school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.

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.

The school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.

The school leader consistently resolves school-based problems/conflicts in a fair, democratic way.

The school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.

... and

The school leader provides conflict management and relationship building training for students, staff, and other stakeholders.

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.

The school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.

	T	T	T	T
Component 2e: Ensures School Safety and IT Security: The school leader promotes school safety and security by informing all stakeholders of	Unsatisfactory The school leader fails to satisfy the component as defined.	Needs Improvement The school leader lacks a process for implementing and complying with the mandated trainings & procedures.	The school leader implements and reviews solutions that address discordant issues. Effective The school leader reviews, analyzes, and adjusts school safety and IT security plans based on school data, crisis feedback, and current regulations/	Highly Effective and The school leader maintains and creates open communication processes that allow for proactive identification and interportion 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.			The school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.	intervention of potential incidents. (FT only) The school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.)
FELS Standards: 3f, 3i, 3j, 3k, 5a	n for Learning			
Domain 3: Leadershi	h ioi rearning			

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	Effective	Highly Effective
•	,	Improvement		0 /
3a: Leads School Improvemen t Initiatives: 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. FELS Standards: 2b, 2d, 2e, 3l, 4c, 4d, 4f, 6i	The school leader fails to satisfy the component as defined. The school leader fails to develop school improvement goals that provide the structure for the organizational vision and changes necessary for improved student achievement.	The school leader develops school improvement goals; however, the goals lack clear and consistent processes and systems to improve student achievement.	The school leader develops school improvement goals, as well as establishes clear and consistent processes and systems to: • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. • Revise school improvement goals and outcomes based on data analysis.	and The school leader incorporates principles of continuous improvement, which positively impacts the school's culture and exceeds expectations of student achievement.
Component	Unsatisfactory	Needs	Effective	Highly Effective
2h. Aliana	The cabe all seden	Improvement	The seheal leader	a.a.d
3b: Aligns	The school leader fails to satisfy the	The school leader	The school leader	and
Curricula, Instruction, and	component as	inconsistently monitors that the	consistently ensures that the	The school leader
Assessments:	defined.	organization's	organization's	engages staff to
Assessificites.	acililea.	curricula are	curricula are	assess curricula
The school leader	The school leader	implemented with	implemented with	for strengths and
ensures that the	fails to monitor	fidelity	fidelity	weaknesses.
adopted curricula,	that the	throughout the	throughout the	Weakinesses.
instructional	organization's	school.	school.	The school leader
practices, and	curricula are being			reports data and
associated	implemented.		The school	recommendations

	ı	T	1	
assessments are		The school leader	leader aligns	to curriculum
implemented	The school leader	inconsistently	curricula with	(digital publishing)
within the state	fails to engage staff	engages staff in	assessments	team for
approved	in curricula	curricula planning	and	refinement of the
curriculum	planning and	and instruction.	instructional	organization's
standards. Data is	instruction.		material.	curricula.
used to drive				
refinements to the			The school leader	
system.			engages staff in	
7			curricula planning	
FELS Standards: 4b,			and instruction	
4d			based upon state	
44			standards and	
			course assessments	
C	11	Nanda	(where applicable).	Hisbrig Effective
Component	Unsatisfactory	Needs	Effective	Highly Effective
	I II I	Improvement		
3c: Implements	The school leader	The school leader	The school leader	and
High Quality	fails to satisfy the	inconsistently	consistently	
Instruction:	component as	monitors teacher	monitors teacher	The school leader
	defined.	effectiveness on	effectiveness on	collaboratively
The school leader		the Florida	the Florida	works with staff
monitors the	The school leader	Educator	Educator	members to:
progress of	fails to monitor	Accomplished	Accomplished	
teachers and staff.	teacher	Practices nor	Practices and	 Identify
In addition, the	effectiveness on	provides timely	provides timely	professional
school leader	the Florida	feedback to	feedback to	development
conducts formative	Educator	professional staff	professional staff	needs based
and summative	Accomplished	in the domains	in the domains	
assessments in	Practices in the	of:	of:	upon
measuring teacher	domains of:			observation
effectiveness based	 Planning and 	Planning and	Planning and	data.
on the Florida	Preparation.	Preparation.	Preparation.	Plan short and
Educator	r reparation.	r reparation.	Treparation.	
Accomplished	 Classroom 	 Classroom 	 Classroom 	long-term
Practices in order	Environment.	Environment.	Environment.	professional
to ensure that				development
	 Instruction. 	 Instruction. 	 Instruction. 	activities to
rigorous, relevant,	5			address
and appropriate instruction and	Professional	Professional	Professional	identified needs
	Responsibilitie	Responsibili	Responsibilitie	based upon
learning	S.	ties.	S.	observation
experiences are		The school leader	The school leader	
delivered to and for		inconsistently		data.
all students.			participates in	Monitor
		participates in	professional	performance
		ongoing	development	periorinance

		1 .		
FELS Standards: 4g,		professional	activities, including	following
5c, 6b, 6c, 6d, 6e		development	inter-rater	professional
		activities to better	reliability, to better	development
		monitor and coach	monitor and coach	to ensure the
		the use of effective	the use of effective	application of
		instructional and	instructional and	lessons
		assessment	assessment	learned.
		practices.	practices.	
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
3d: Sets High	The school leader	The school leader	The school leader	and
Expectations for	fails to satisfy the	inconsistently holds	articulates a belief	
All Students:	component as	all staff accountable	in high measurable	The school leader
	defined.	for setting and	goals for all	models high
The school leader		achieving rigorous	students and staff.	expectations for
holds self and all	The school leader	performance goals		staff and other
staff accountable	fails to hold all staff	for all students.	The school leader	stakeholders by
for setting and	accountable for		leads school efforts	systematically
achieving rigorous	setting and		to set and monitor	pursuing
performance goals	achieving rigorous		learning goals for	performance goals
for the academic	performance goals		all students and	for all students.
growth and well-	for all students.		establish safety	
being of all			nets for struggling	
students, while			students.	
ensuring effective				
progress				
monitoring of those				
goals is occurring.				
FELS Standards: 4a,				
4e, 8b				
,	I	l	I	

Domain 4: Professional and Community Leadership

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.

Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
4a: Maximizes	The school leader	The school	The school leader	and
Professional	fails to satisfy the	leader's efforts	creates systems	
Responsibilities	component as	for community	and engages	The school leader
Through Parent	defined.	outreach do not	parents/ guardians	collaboratively
Involvement and		result in	and all community	works to establish a
Community	The school leader	meaningful	stakeholders in a	culture that
Engagement:	fails to design	support for	shared	encourages and
	structures and	teaching and	responsibility for	welcomes families

			1	
The school leader	processes, which	learning.	student and school	and community
identifies barriers	result in a lack of		success reflecting	members and seeks
to student	parent involvement	The school leader	the community's	ways in which to
academic	and community	unilaterally designs	vision of the	engage them in
achievement and	engagement.	structures and	school.	student learning.
supports the		processes that		
implementation of		result in limited	The school leader	
processes that		involvement of	collaboratively	
positively impact		parents and other	works to establish a	
the academic		stakeholders.	culture that	
		Stakenoluers.		
success of all			encourages and	
students, resulting			welcomes families	
from parental			and community	
involvement,			members and seeks	
cultural			ways in which to	
connections, social			engage them in	
support, and			student learning.	
engagement among				
the community.				
FELS Standards: 1c,				
8a, 8b, 8e				
			-cc	
Component	Unsatisfactory	Needs	Effective	Highly Effective
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Component 4b: Shows		Improvement		and
	The school leader	Improvement The school leader	The school	and
4b: Shows	The school leader fails to satisfy the	Improvement The school leader interacts honestly	The school leader adheres	and The school
4b: Shows	The school leader fails to satisfy the component as	Improvement The school leader interacts honestly with students, staff,	The school leader adheres to, articulates,	and The school leader holds the
4b: Shows Professionalism:	The school leader fails to satisfy the	Improvement The school leader interacts honestly with students, staff, and stakeholders,	The school leader adheres to, articulates, and	and The school leader holds the highest
4b: Shows Professionalism: By providing	The school leader fails to satisfy the component as defined.	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to	The school leader adheres to, articulates, and demonstrates a	and The school leader holds the highest standards of
4b: Shows Professionalism: By providing leadership that is consistent with the	The school leader fails to satisfy the component as defined. The school leader	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	The school leader adheres to, articulates, and demonstrates a personal and	and The school leader holds the highest standards of honesty,
4b: Shows Professionalism: By providing leadership that is	The school leader fails to satisfy the component as defined. The school leader fails to display	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to	The school leader adheres to, articulates, and demonstrates a personal and professional	and The school leader holds the highest standards of honesty, integrity, and
4b: Shows Professionalism: By providing leadership that is consistent with the principles of individual freedom	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics	and The school leader holds the highest standards of honesty,
4b: Shows Professionalism: By providing leadership that is consistent with the principles of individual freedom outlined in the	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics (i.e., Code of	and The school leader holds the highest standards of honesty, integrity, and confidentiality.
4b: Shows Professionalism: By providing leadership that is consistent with the principles of individual freedom outlined in the Florida Statutes,	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff,	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics (i.e., Code of Ethics and the	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school
4b: Shows Professionalism: By providing leadership that is consistent with the principles of individual freedom outlined in the Florida Statutes, the school leader	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics (i.e., Code of Ethics and the Principles of	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader
4b: Shows Professionalism: By providing leadership that is consistent with the principles of individual freedom outlined in the Florida Statutes, the school leader operates in a fair	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders.	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students,
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and contributes to	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources when needed.
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and contributes to school practices that result in some	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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 The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources when needed. The school leader
4b: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and contributes to school practices	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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,	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources when needed. The school leader makes a concerted
4b: Shows Professionalism: 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 fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and contributes to school practices that result in some students being ill	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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.)	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources when needed. The school leader
Ab: Shows Professionalism: 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	The school leader fails to satisfy the component as defined. The school leader fails to display honesty in interactions with students, staff, and stakeholders. The school leader fails to recognize student needs and contributes to school practices that result in some students being ill	Improvement The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are	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,	and The school leader holds the highest standards of honesty, integrity, and confidentiality. The school leader proactively serves students, seeking out resources when needed. The school leader makes a concerted

	,	T		_
follows the FLDOE			high standards	or practices to
Principles of			of honesty,	ensure that all
Professional			integrity, and	students,
Conduct for the			confidentiality	particularly those
Education			in interactions	traditionally
Profession in			with students,	underserved, are
Florida and adhere			staff, and	honored in the
to guidelines for			stakeholders.	school.
student welfare				
and the rights of			The school leader	
students and			actively serves	
parents as outlined			students to ensure	
in the Florida			that all students	
Statutes and Florida			receive a fair	
Virtual School			opportunity to	
board policies.			succeed.	
Joan di pomorodi				
FELS Standards: 1a,				
1b, 1d, 3h, 6h, 6i,				
8b, 8e				
00,00				
			Effective	
Component	Unsatisfactory	Needs	FTTECTIVE	Highly Effective
	• · · · · · · · · · · · · · · · · · · ·		Enecuve	ingin, income
,	•	Improvement		
4c: Supports	The school leader	Improvement The school leader	The school leader	and
4c: Supports Professional	The school leader fails to satisfy the	Improvement The school leader implements	The school leader targets	and
4c: Supports	The school leader fails to satisfy the component as	Improvement The school leader implements professional	The school leader targets professional	and The school leader
4c: Supports Professional Growth:	The school leader fails to satisfy the	Improvement The school leader implements professional development	The school leader targets professional development	and The school leader ensures that
4c: Supports Professional Growth: The school leader	The school leader fails to satisfy the component as defined.	Improvement The school leader implements professional development inconsistently	The school leader targets professional development toward the	and The school leader ensures that professional
4c: Supports Professional Growth: The school leader supports	The school leader fails to satisfy the component as defined. The school leader	Improvement The school leader implements professional development inconsistently which is not aligned	The school leader targets professional development toward the improvement of	and The school leader ensures that professional development
4c: Supports Professional Growth: The school leader supports continuous	The school leader fails to satisfy the component as defined. The school leader fails to identify	Improvement The school leader implements professional development inconsistently which is not aligned with curricular,	The school leader targets professional development toward the improvement of learning	and The school leader ensures that professional development within the school is
4c: Supports Professional Growth: The school leader supports continuous professional growth	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences,	and The school leader ensures that professional development within the school is aligned with
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and	Improvement The school leader implements professional development inconsistently which is not aligned with curricular,	The school leader targets professional development toward the improvement of learning experiences, including quality	and The school leader ensures that professional development within the school is aligned with curricular,
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences, including quality of classroom	and The school leader ensures that professional development within the school is aligned with curricular, instructional and
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice and inquiry,	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and	and The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs,
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice and inquiry, maintaining a full	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of	and The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice and inquiry, maintaining a full staff and building	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet	and The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice and inquiry, maintaining a full staff and building capacity of others	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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	and The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet	and 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
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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	and 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
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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	and 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
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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.	and 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.
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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.	and 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. The school leader
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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. The school leader plans and routinely	and 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. The school leader plans, develops,
4c: Supports Professional Growth: 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	The school leader fails to satisfy the component as defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of	Improvement The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and	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. The school leader plans and routinely participates in	and 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. The school leader

wide professional learning plan to address needs aligned to the Florida Professional Learning Standards, monitors and evaluates implementation of learning, and provides necessary feedback. FELS Standards: 1d, 5c, 6b, 6d, 6e, 6f,			improving instructional programs, practices, and self.	professional growth opportunities.
6g, 6i, 7b, 7d Component	Unsatisfactory	Needs	Effective	Highly Effective
Component	Olisatistactory	Improvement	Lifective	riigiliy Lifective
4d: Meaningful	The school leader fails to satisfy the	The school leader	The school leader demonstrates a	and
Accessibility for All Community Stakeholders: 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	component as defined. 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.	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. The school leader is not easily accessible and available to engage	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. The school leader is easily accessible and available to engage in meaningful	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.

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

leadership	plans that allow for	support the	students and the	
pipeline.	the delegation of	academic success of	professional growth	
pipelilie.	tasks, as	students and the	needs of personnel.	
EELC CL d d -	•		needs of personner.	
FELS Standards:	appropriate, to	professional growth		
7a,7b,7c,7d	support the	needs of personnel.	The school leader	
	academic success of		plans for staff	
	students and the	The school leader	turnover and	
	professional growth	inconsistently plans	fosters purposeful	
	needs of personnel.	for staff turnover	new hire induction	
	·	and fosters	programs, including	
	The school leader	purposeful new	the mentoring of	
	fails to plan for staff	hire induction	school personnel.	
			school personner.	
	turnover and does	programs, including		
	not foster	the mentoring of		
	purposeful new	school personnel.		
	hire induction			
	programs, including			
	the mentoring of			
	school personnel.			

24-25 Assistant Principal Rubric

FLVS Assistant Principal Evaluation Rubric

*Adapted and used with permission from the Pennsylvania Department of Education

Domain 1: Strategic/Cultural Leadership

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	Effective	Highly Effective
•		Improvement		
1a: Creates an	The school leader	The school leader	The school leader	and
Organizational	fails to satisfy the	develops a vision,	implements a	
Vision, Mission,	component as	mission, and	process that	The school leader
and Strategic	defined.	strategic goals	includes	designs, initiates,
Goals:		based on his/her	stakeholders for	and implements
	The school leader	own individual	developing a	collaborative
The school leader	fails to develop a	beliefs regarding	shared vision and	processes to
assists and	vision, mission, or	future needs of	strategic goals for	collect and
supports with	strategic goals.	student	student	analyze data
strategic planning		performance, with	achievement that	about progress
and creating a	The school leader	limited evidence of	results in rigor and	for the periodic
vision, mission,	fails to	stakeholder	relevance for	review and
and goals around	demonstrate the	involvement.	students and staff.	revision of the

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

achievement				
gap.				
gap.				
FELS Standards: 2b,				
2c, 4d, 4e, 5d				
Component	Unsatisfactory	Needs	Effective	Highly Effective
	,	Improvement		
1c: Builds a	The school leader	The school	The school leader	and
Collaborative and	fails to satisfy the	leader	creates a	
Empowering	component as	frequently	collaborative work	The school
Work	defined.	makes	environment	leader
Environment:		unilateral	predicated upon	empowers staff
	The school leader	decisions	cooperation	and other
The school	fails to	(uses	among and	stakeholders to
leader	demonstrate the	distributive	between	assume
collaborates	involvement of staff	leadership	stakeholders.	responsibility for
with school	and stakeholders in	infrequently).		making
principal to	discussions and		The school leader	decisions
develop,	decisions regarding	The school leader	consistently	regarding the
support, and	school issues.	inconsistently	engages in shared	school culture
model a culture		includes	decision-making	and student
of collaboration,		stakeholders in	and distributive	achievement.
distributive		the decision-	leadership.	
leadership, and		making		The school
the		processes.	The school leader	leader
implementation			actively models	establishes an
of a shared		The school leader	behaviors that	environment
educational		articulates the	promote a sense of	where staff
vision, mission, and core values		importance of	empowerment	and other stakeholders:
within the		building a sense of	among staff and stakeholders.	-Select and
school		empowerment among staff, but	stakenoiders.	
_		only sporadically		implement
community to promote the		incorporates		effective
academic		activities, tools, and		improvement
success and		protocols to		strategies.
well-being of all		develop		-Assess and
students. The		empowerment		monitor
school leader		among staff.		progress
empowers staff				towards
in the				
development				achieving the
and successful				vision,
implementation				mission, and
of initiatives that				strategic
better serve				

students, staff,				goals.
and the school.				godis.
and the senson				-Lead planning and
FELS Standards: 2c,				monitoring efforts.
2e, 6c, 6d, 6h, 8b				
Component	Unsatisfactory	Needs	Effective	Highly Effective
	,	Improvement		
1d: Leads	The school leader	The school leader	The school leader	and
Change Efforts	fails to satisfy the	articulates the	implements a	
for Continuous	component as	importance of the	change process to	The school leader
Improvement:	defined.	change process;	ensure continuous	drives major
		however, when	school	initiatives that
The school leader	The school leader	change occurs, it is	improvement.	help students be
assists and	fails to identify the	only through		successful.
supports the	importance of the	random processes.		
development and	change process			The school leader
implementation of	with no provision			systematically examines the status
systems to achieve the vision	for positively impacting the			quo, identifies
and mission of the	culture and			beneficial changes,
school, reflecting	performance of the			and leads the
and adjusting	school.			change process to
when applicable.				successful
				completion.
FELS Standards:				
1c, 2d				
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
1e:	The school leader	The school leader	The school	and
Celebrates	fails to satisfy the	inconsistently	leader	
Accomplish	component as	utilizes lessons	recognizes	The school leader
ments and	defined.	from	individual and	utilizes recognition,
Acknowled	The school leader	accomplishments	collective	reward, and
ges Failures:	fails to utilize	and failures to positively impact	contributions in a systematic	advancement as a way to promote the
i uliules.	lessons from	the culture and	manner	accomplishments of
The school leader	accomplishments	performance of the	toward	the school.
recognizes	and failures to	school.	attainment of	
parents, students,	positively impact		strategic goals.	
and other	the culture and		0 0 1	
stakeholders for	performance of the		The school leader	
their contribution	school.		utilizes failure as an	
and engagement			opportunity to	
to the school			improve school	

vision and mission that enhances the		culture and student performance.	
school community		p or community of	
by utilizing lessons from			
accomplishments			
and failures to positively impact			
the culture and			
performance of the school.			
the sensor.			
FELS Standards: 2e, 8d			

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.

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

a	6.11			<u> </u>
Quality, High	fails to satisfy the	leader	supervises and	
Performing Staff:	component as	inconsistently	evaluates all staff	The school
	defined.	supervises and	in a fair manner	leader
The school leader		evaluates staff.	following	proactively
collaborates with	The school leader		organizational	recommends
the principal to	fails to maintain a	The school	procedures and	decisions
establish	high performing	leader provides	uses the results to	regarding
supports and	staff, which is	limited support	improve	hiring,
effectively	focused on	to all new	performance.	transfers,
manages	improving student	personnel.		retention, and
processes and	achievement.		The school leader	dismissal.
systems which		The school leader	recruits and	
ensures high	The school leader	inconsistently	retains high	The school leader
quality and high	fails to address	selects and retains	quality staff that	proactively
performing staff	ineffective	highly qualified	meets the needs	recognizes quality
in order to	teaching and staff	personnel.	of all students.	teaching and
optimize	performance.			establishes it as
productivity,			The school	an example of
literacy	The school leader		leader	expected
achievement and	fails to provide		participates	performance.
student learning	induction support		with	
in accordance	to all new staff.		appropriate	The school leader
with Florida state			personnel to	ties human
law. The school	The school leader		select highly	resources
leader works with	fails to select and		qualified staff.	decisions to
the principal to	retain highly			achieving the
develop a variety	qualified personnel.		The school leader	vision and goals of
of future leaders			complies with	the school.
while planning for			and supports the	
and providing			induction	The school leader
opportunities for			processes to	proactively creates
mentoring new			support all new	additional induction
personnel.			personnel.	opportunities to
				support all new
FELS Standards: 2e,			The school leader	personnel.
3b, 3c, 6a, 6h, 7b,			maintains a high	
7d			performing staff,	
			which is focused on	
			improving student	
			achievement.	
Component	Unsatisfactory	Needs	Effective	Highly Effective
2 - Fatablish -		Improvement		
2c: Establishes	The school leader	The school leader	The school	and
and Implements	fails to satisfy the	utilizes only	leader engages	The school leader
Expectations for	component as	school rules and	students and	creates and revises
Students and	- Sampanent as	33.1001 14.103 4114	2334211634114	J. 24125 4114 1 CV15C5

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

2d: Communicates Effectively and Strategically:

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.

FELS Standards: 3d, 3e, 3g, 3h, 4f, 8b, 8c, 8e

The school leader fails to satisfy the component as defined.

The school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.

The school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.

The school leader inconsistently implements processes to resolve problems and/or areas of conflict within the school.

The school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.

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.

The school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.

The school leader consistently resolves school-based problems/conflicts in a fair, democratic way.

The school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.

... and

The school leader provides conflict management and relationship building training for students, staff, and other stakeholders.

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.

The school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms

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

Domain 3: Leadership for Learning

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.

practices.	,		,	
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
3a: Leads School Improvement Initiatives: 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. FELS Standards: 2b, 2d, 2e, 3l, 4c, 4d, 4f, 6i	The school leader fails to satisfy the component as defined. The school leader fails to develop school improvement goals that provide the structure for the organizational vision and changes necessary for improved student achievement.	The school leader develops school improvement goals; however, the goals lack clear and consistent processes and systems to improve student achievement.	The school leader develops school improvement goals, as well as establishes clear and consistent processes and systems to: • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. • Revise school improvement goals and outcomes based on data analysis.	and The school leader incorporates principles of continuous improvement, which positively impacts the school's culture and exceeds expectations of student achievement.
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
3b: Aligns	The school leader	The school leader	The school leader	and
Curricula,	fails to satisfy the	inconsistently	consistently	
Instruction, and	component as	monitors that the	ensures that the	The school leader
Assessments:	defined.	organization's	organization's	engages staff to
		curricula are	curricula are	assess curricula
	The school leader	implemented with	implemented with	for strengths and

			1 .	1
The school leader	fails to monitor	fidelity	fidelity	weaknesses.
monitors and	that the	throughout the	throughout the	
ensures that the	organization's	school.	school.	The school leader
adopted curricula,	curricula are being			reports data and
instructional	implemented.	The school leader	The school	recommendations
practices, and		inconsistently	leader aligns	to curriculum
associated	The school leader	engages staff in	curricula with	(digital publishing)
assessments are	fails to engage staff	curricula planning	assessments	team for
implemented	in curricula	and instruction.	and	refinement of the
within the state	planning and	and motification.	instructional	organization's
approved	instruction.		material.	curricula.
curriculum	mstruction.		material.	curricula.
standards, the			The cabool	
· ·			The school	
district's adopted			leader engages	
curricula, and K12			staff in curricula	
reading plan. Data			planning and	
is used to drive			instruction based	
refinements to the			upon state	
system.			standards and	
			course	
FELS Standards: 4b,			assessments	
4d			(where	
			applicable).	
Component	Unsatisfactory	Needs	Effective	Highly Effective
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Component 3c: Implements	Unsatisfactory The school leader		Effective The school leader	Highly Effective
·	,	Improvement		
3c: Implements	The school leader	Improvement The school leader	The school leader	
3c: Implements High Quality	The school leader fails to satisfy the	Improvement The school leader inconsistently	The school leader consistently	and The school leader
3c: Implements High Quality	The school leader fails to satisfy the component as	Improvement The school leader inconsistently monitors teacher	The school leader consistently monitors teacher	and
3c: Implements High Quality Instruction:	The school leader fails to satisfy the component as	Improvement The school leader inconsistently monitors teacher effectiveness on	The school leader consistently monitors teacher effectiveness on	and The school leader collaboratively
3c: Implements High Quality Instruction: The school leader	The school leader fails to satisfy the component as defined.	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida	The school leader consistently monitors teacher effectiveness on the Florida	and The school leader collaboratively works with staff
3c: Implements High Quality Instruction: The school leader monitors progress	The school leader fails to satisfy the component as defined. The school leader	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator	The school leader consistently monitors teacher effectiveness on the Florida Educator	and The school leader collaboratively works with staff members to:
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and	The school leader fails to satisfy the component as defined. The school leader fails to monitor	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished	and The school leader collaboratively works with staff members to: Identify
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition,	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and	and The school leader collaboratively works with staff members to: Identify professional
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely	and The school leader collaboratively works with staff members to: Identify professional development
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to	and The school leader collaboratively works with staff members to: Identify professional development needs based
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains	and The school leader collaboratively works with staff members to: Identify professional development needs based upon
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff	and The school leader collaboratively works with staff members to: Identify professional development needs based upon observation
3c: Implements High Quality Instruction: The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness based	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of:	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of:	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of:	and The school leader collaboratively works with staff members to: Identify professional development needs based upon
3c: Implements High Quality Instruction: 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	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of: Planning and	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of: • Planning and	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of: • Planning and	and The school leader collaboratively works with staff members to: • Identify professional development needs based upon observation data.
3c: Implements High Quality Instruction: 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	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of:	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of:	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of:	and The school leader collaboratively works with staff members to: Identify professional development needs based upon observation data. Plan short and
3c: Implements High Quality Instruction: 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	The school leader fails to satisfy the component as defined. The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of: Planning and	Improvement The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of: • Planning and	The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of: • Planning and	and The school leader collaboratively works with staff members to: • Identify professional development needs based upon observation data.

described in Rule	Environment.	Environment.	Environment.	development
6A-5.065, F.A.C in	Liivii oiiiii ciit.	Environment.	Environment.	activities to
order to ensure	 Instruction. 	 Instruction. 	 Instruction. 	address
that rigorous,	Professional	Professional	Professional	identified
relevant, and	Responsibilities.	Responsibilitie	Responsibilitie	needs based
appropriate	responsibilities.	S.	S.	upon
instruction and				observation
learning		The school leader	The school leader	data.
experiences are		inconsistently	participates in	data.
delivered to and for		participates in	professional	Monitor
all students.		ongoing	development	performance
		professional	activities, including	following
FELS Standards: 4g,		development activities to better	inter-rater	professional
5c, 6b, 6c, 6d, 6e		monitor and coach	reliability, to better monitor and coach	development to
		the use of effective	the use of effective	ensure the
		instructional and	instructional and	application of
		assessment	assessment	lessons learned.
		practices.	practices.	
Component	Unsatisfactory	Needs	Effective	Highly Effective
•	•	Improvement		
3d: Sets High	The school leader	The school leader	The school	and
Expectations for	fails to satisfy the	inconsistently holds	leader	
All Students:	component as	all staff accountable	articulates a	The school leader
	defined.	for setting and	belief in high	models high
The school leader		achieving rigorous	measurable	expectations for
holds self and all	The school leader	performance goals	goals for all	staff and other
staff accountable	fails to hold all staff	for all students.	students and	stakeholders by
for setting and	accountable for		staff.	systematically
achieving rigorous	setting and			pursuing
performance goals			The second second second second	-
I fam all aturdants	achieving rigorous		The school leader	performance goals
for all students	performance goals		leads school efforts	-
while assisting with			leads school efforts to set and monitor	performance goals
while assisting with the implementation	performance goals		leads school efforts to set and monitor learning goals for	performance goals
while assisting with the implementation and monitoring of	performance goals		leads school efforts to set and monitor learning goals for all students and	performance goals
while assisting with the implementation	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety	performance goals
while assisting with the implementation and monitoring of systems and	performance goals		leads school efforts to set and monitor learning goals for all students and	performance goals
while assisting with the implementation and monitoring of systems and structures that	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
while assisting with the implementation and monitoring of systems and structures that enable instructional	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
while assisting with the implementation and monitoring of systems and structures that enable instructional personnel to	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
while assisting with the implementation and monitoring of systems and structures that enable instructional personnel to promote high	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
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-	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
while assisting with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and wellbeing of all	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals
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-	performance goals		leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling	performance goals

FELS Standards: 4a,		
4e, 8b		

Domain 4: Professional and Community Leadership

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.

manner.			T	
Component	Unsatisfactory	Needs	Effective	Highly Effective
		Improvement		
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement: 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. FELS Standards: 1c, 8a, 8b, 8e	The school leader fails to satisfy the component as defined. The school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.		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. 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.	and 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.
, 50, 60				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4b: Shows professionalism:	The school leader fails to satisfy the	The school leader interacts honestly	The school leader adheres	and The school

- · · ·	<u> </u>			1 1 1 1 1 1
By providing	component as	with students, staff,	to, articulates,	leader holds the
leadership that is	defined.	and stakeholders,	and	highest
consistent with the	T he color of the color	but attempts to	demonstrates a	standards of
principles of	The school leader	serve students are	personal and	honesty,
individual freedom	fails to display	inconsistent.	professional	integrity, and
outlined in the	honesty in		code of ethics	confidentiality.
Florida Statutes,	interactions with		(i.e. Code of	The school
the school leader	students, staff,		Ethics and the	leader
operates in a fair	and stakeholders.		Principles of	proactively
and ethical manner			Professional	serves
with personal and	The school leader		Conduct for the	students,
professional	fails to recognize		Education	seeking out
integrity	student needs and		Profession in	resources
acknowledging that	contributes to		Florida, pursuant	when needed.
all persons are	school practices		to Rules 6B-1.001	
equal before the	that result in some		and 6B-1.006,	The school leader
law and have	students being ill		F.A.C.)	makes a concerted
inalienable rights. The school leader	served.		T l l l	effort to challenge
			The school	negative attitudes
follows the FLDOE			leader displays	or practices to
Principles of			high standards	ensure that all
Professional Conduct for the			of honesty,	students,
			integrity, and	particularly those
Education Profession in			confidentiality in interactions	traditionally
Florida and adhere			with students,	underserved, are
to guidelines for			staff, and	honored in the
student welfare			stakeholders.	school.
and the rights of			stakenoluers.	
students and			The school leader	
parents as outlined			actively serves	
in the Florida			students to ensure	
Statutes and Florida			that all students	
Virtual School			receive a fair	
board policies.			opportunity to	
board pondies:			succeed.	
FELS Standards: 1a,				
1b, 1d, 3h, 6h, 6i,				
8b, 8e				
,				
Component	Unsatisfactory	Needs	Effective	Highly Effective
	,	Improvement		, 2
4c: Supports	The school leader	The school leader	The school leader	and
Professional	fails to satisfy the	implements	targets	
Growth:	component as	professional	professional	The school leader
	•			ensures that

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. FELS Standards: 1d, 5c, 6b, 6d, 6e, 6f, 6g, 6i, 7b, 7d	defined. The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.	development inconsistently which is not aligned with curricular, instructional, and assessment needs.	development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students. The school leader plans and routinely participates in professional development focused on improving instructional programs, practices, and self.	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. The school leader plans, develops, leads, and/or initiates additional professional growth opportunities.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4d:	The school leader	The school leader	The school leader	and
Meaningful	fails to satisfy the	inconsistently	demonstrates a	
Accessibility	component as	demonstrates a	value for and	The school leader is
for All	defined.	value for and	understanding of	proactive in
Community		understanding of	each student's	engaging with
Stakeholders:	The school leader	each student's	community in	stakeholders to
	fails to	community	regard to its social,	promote the

	<u> </u>	1,		
The school	demonstrate a	regarding its social,	cultural, and	academic success of
leader	value for and	cultural, and	intellectual context	all students and
promotes the	understanding of	intellectual context	by engaging in	employ the
success of all	each student's	by erratically	relationships with	resources available
students by	community	engaging in	students, parents,	within their
understandin	regarding its social,	relationships with	and other	immediate
g the profile	cultural, and	students, parents,	stakeholders (such	community.
of the	intellectual context	and other	as school	
community	by not engaging in	stakeholders (such	counselors and	
served,	relationships with	as school	administrators) to	
specifically	students, parents,	counselors and	promote the	
within larger	and other	administrators) to	success of all	
social,	stakeholders (such	promote student	students.	
economic,	as school	success.	staucits.	
and cultural	counselors and	Success.	The school leader is	
contexts, while		The school leader is	easily accessible	
proactively	administrators) to	not easily	and available to	
creating an	promote student	accessible and	engage in	
environment	success.	available to engage	meaningful	
of high	The school leader	in meaningful	dialogue with all	
visibility and	fails to	dialogue with all	stakeholders to	
accessibility	demonstrate	stakeholders to	support student	
to purposely		support student	learning goals.	
engage and	accessibility and	learning goals.	learning goals.	
build	engagement in			
relationships	meaningful			
with families	dialogue with all			
and	stakeholders to			
communities,	support student			
in supporting	learning goals.			
both student				
and school				
learning				
goals.				
ge and				
FELS Standards:				
3g, 8a, 8c, 8e				
Component	Unsatisfactory	Needs	Effective	Highly Effective
- Component	3	Improvement		
4e: Successful	The school leader	The school leader	The school leader	and
Employee	fails to satisfy the	inconsistently	cultivates	
Development	component as	cultivates	productive working	The school leader
:	defined.	productive working	relationships	proactively seeks
		relationships	among school	input from staff
The school		among school	leaders and other	regarding their

	1	T	T	_
leader	The school leader	leaders and other	personnel to	learning needs and
collaborates	fails to cultivate	personnel to	develop	professional goals
with the	productive working	develop	professional	and initiates
school	relationships	professional	capacity, improve	conversations with
principal to	among school	capacity, improve	instructional	other school
create	leaders and other	instructional	practice, and	personnel to ensure
purposeful	personnel to	practice, and	promote employee	that opportunities
employee	develop	promote employee	retention.	are provided to
growth and	professional	retention.		equip the specific
succession	capacity, improve		The school leader	learning needs and
plans	instructional	The school leader	demonstrates a	goals of all staff.
designed to	practice, and	inconsistently	commitment to the	
promote	promote employee	demonstrates a	development of	
employee	retention.	commitment to the	current and	
retention,		development of	potential school	
foster		current and	leaders by	
purposeful	The school leader	potential school	collaborating with	
new hire	fails to	leaders by	the school principal	
induction	demonstrate a	collaborating with	in creating	
programs,	commitment to the	the school principal	purposeful	
mentorship	development of	in creating	employee growth	
opportunities	current and	purposeful	plans that develop	
, as well as	potential school	employee growth	the capacity of a	
assist in the	leaders by	plans that develop	variety of teacher	
development	collaborating with	the capacity of a	leaders that	
of a strong	the school principal	variety of teacher	support the	
leadership	in creating	leaders that	academic success of	
pipeline.	purposeful	support the	students and the	
	employee growth	academic success of	professional growth	
FELS Standards:	plans that develop	students and the	needs of personnel.	
7a,7b,7c,7d	the capacity of a	professional growth		
, , ,	variety of teacher	needs of personnel.	The school leader	
	leaders that		plans for and	
	support the	The school leader	provides	
	academic success of	inconsistently plans	opportunities for	
	students and the	for and provides	mentoring new	
	professional growth	opportunities for	personnel.	
	needs of personnel.	mentoring new		
		personnel.		
	The school leader			
	fails to plan for			
	and provide			
	opportunities for			
	mentoring new			
	personnel.			
L		1	L	1

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.

School Leaders			
Program	Performance Measure for Evaluation	Percentage Associated with Final Summative Evaluation	
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.

FLVS Administrator Summative Evaluation Form			
Instructional Leadership Practice 60%			
Domains/Indicator	Rating (drop down menu option: HE, E, NI, U)	Comments (text field for supervisor to enter comments regarding individual rating)	
Domain 1: Strategic/Cultural Leadership			
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			
Domain 2: Systems Leadership			
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			

2e: Ensures School Safety and IT Security			
Domain 3: Leadership for Learning			
3a: Leads School Improvement Initiatives			
3b: Aligns Curricula, Instruction, and Assessments			
3c: Implements High Quality Instruction			
3d: Sets High Expectations for All Students			
Domain 4: Professional and Community Leadership			
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			
Performance of S	Stuc	dents Meas	ure 35%
(Automatically imported into Pathways, or	ur cl	oud-based pe	rformance management system)
Rating		Points Earned	
Other Indicators of Performance (Professional Development) 5%			
		Manager Comments	
Manager Final Comments/Overall Score			
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			

Employee Acknowledgment Employee Comment Area Electronic Signature Date of Acknowledgement

