

# School District of Citrus County 2021-2022

## School Administrator Evaluation System



# School Administrator Evaluation System

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## Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

## Instructions

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

Before submitting, ensure the document is titled and paginated.

## Submission

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

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

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## Part I: Evaluation System Overview

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

The underlying research base of this evaluation system combines many of the concepts of "reflective practices," "collaborative action," "learning communities" and "quality management" into the "Working on the Work" concepts of Dr. Phillip C. Schlechty and his organization, The Center for Leadership in School Reform. Our process includes the research and principles that support the Florida Principal Leadership Standards which is the framework for the entire assessment system. The foundation of the evaluative processes is based on the research from the practices of Douglas Reeves and The Leadership and Learning Center. Other research utilized in our appraisal system includes the six (6) design standards from The New Teacher Project as well as the extensive research information provided through Robert J. Marzano and his organization Learning Sciences International. Also integrated into this evaluation system are high impact teaching strategies developed by Max Thompson and the high effect size strategies by John Hattie.

To support this end, Citrus County Schools has clearly defined a set of standards-based expectations for school administrators and has established a set of processes and procedures to assist school administrators in meeting these standards. To clarify these expectations, five (5) Citrus County Standards have been developed to guide the work of school administrators. The five (5) Standards encompass Florida Principal Leadership Indicators, which are based on essential foundational principles. The appraisal committee matched the Indicator descriptors to the five (5) Standards. As the Florida Principal Leadership Indicators provide a common language and statewide understanding of the expectations of quality instruction, the descriptors serve as indicators of effectiveness within each Citrus County Standard. Please see the Citrus County Schools Administrator Standards & Florida Principal Leadership Indicators Rubric in Appendix B to see the FPLS indicators linked to each of the following Standards.

- Standard 1: The school administrator supports the beliefs, shared vision, and mission adopted by the district.
- Standard 2: The school administrator designs and delivers knowledge work that meets the needs of staff, students, parents, school system, and community.
- Standard 3: The school administrator manages the resources of time, people, space, information and technology to enhance the qualities of the work provided to the staff and students.
- Standard 4: The school administrator continuously monitors and communicates the extent to which staff and students are engaging the work, persisting with the work, experiencing satisfaction in the products of the work, and modifies the work accordingly.
- Standard 5: The school administrator is a leader of leaders.

## 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 administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) 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 Inclusion 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.

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### Use of Results

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

### Notifications

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

### District Self-Monitoring

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

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### 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.*

- 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
School Administrators	Within the first 10 days of hire	New Administrator Training- July Welcome Back Administrator Training- July Mandatory Trainings- August -Instructional Evaluation PowerPoint -Assessments Linked to Teacher Evaluation PowerPoint

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Midyear evaluation and End of the year evaluation	At the middle and end of school year, administrators complete a reflection form documenting how they meet the FPLSs and turn it in to their supervisor. The supervisor utilizes observable evidence from the Administrator Observation Instrument and the reflection form when meeting, discussing, and documenting FPLSs that were met on the Observation Instrument and Summative Evaluation Form.

- 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
School Administrators	2	Midyear review evaluation- by January 22 <sup>nd</sup> End of the year summative evaluation- June 30th	At the evaluation meeting

## Part IV: Evaluation Criteria

### A. Instructional Leadership

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

- 1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership.**

In Citrus County, instructional leadership accounts for 67% of the school administrator performance evaluation.

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

The instructional leadership rating accounts for 67% of the school administrator’s overall summative evaluation. Administrators provide their supervisors a reflection document listing how they met or exceeded expectations according to the five standards (See Appendix A, B, C), which are linked to the Florida Principal Leadership Standards. The administrators’ supervisors use this evidence, along with observable documentation, to assign a rating for each standard. A rating of HE, E, NI, or U are given for each standard. Each rating is equated to a numerical value (HE=4, E=3, NI=2, U=1). Each standard is worth 20% of the district portion (instructional leader rating).

Standard 1:	HE(4)	E(3)	NI(2)	U(1)
Standard 2:	HE(4)	E(3)	NI(2)	U(1)
Standard 3:	HE(4)	E(3)	NI(2)	U(1)
Standard 4:	HE(4)	E(3)	NI(2)	U(1)
Standard 5:	HE(4)	E(3)	NI(2)	U(1)

The administrator’s supervisor adds the ratings of each standard together. The sum is then divided by 5 (number of standards linked to Florida Principal Leadership Standards). The calculated average is then correlated to an Instructional Leadership Rating based on the following cut points:

HE: 4.00-3.45      E: 3.44-2.45      NI: 2.44-1.45      U: 1.44-0.00

This portion makes up 67% of the summative evaluation.

Each administrative standard is described below with examples of leadership and impact evidence that guide the determination of the instructional leadership rating.

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**Standard 1: The school administrator is knowledgeable of, supports, promotes and models the beliefs, shared vision and mission adopted by the Citrus County School District.**

**Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:

**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>1.2.A - Enables faculty and staff to work as a system focused on student learning.</b></p>	
<ul style="list-style-type: none"> <li>• Principal's support for team learning processes focused on student learning is evident throughout the school year.</li> <li>• Principal's team learning processes are focused on student learning.</li> <li>• Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues.</li> <li>• School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.</li> <li>• The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning.</li> <li>• Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school.</li> <li>• Professional learning actions by faculty address performance gaps among student subgroups within the school.</li> <li>• Performance gaps among student subgroups within the school show improvement trends.</li> <li>• Faculty, department, team, and cross-curricular meetings focus on student learning.</li> <li>• Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues.</li> <li>• Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives.</li> <li>• There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.</li> <li>• Teacher or student questionnaire results address learning organization's essential elements.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>1.2.B - School Climate: Maintains a school climate that supports student engagement in learning.</b></p>	
<ul style="list-style-type: none"> <li>• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed.</li> <li>• There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background.</li> <li>• The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership.</li> <li>• The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented.</li> <li>• Professional learning is provided to sustain faculty understanding of student needs.</li> <li>• Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules and posted procedures stress positive expectations and not just "do not's."</li> <li>• All student subgroups participate in school events and activities.</li> <li>• A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes.</li> <li>• Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being.</li> <li>• Walkthroughs provide recurring trends of high student engagement in lessons.</li> <li>• Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning.</li> <li>• Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning.</li> <li>• The availability of and student participation in academic supports outside the classroom that assist student engagement in learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>1.2.C - Generates high expectations for learning growth by all students.</b></p>	
<ul style="list-style-type: none"> <li>• School Improvement Plan targets meaningful growth beyond what normal variation might provide.</li> <li>• Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed.</li> <li>• Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations.</li> <li>• Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar."</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes.</li> <li>• Learning goals routinely identify performance levels above the targeted implementation level.</li> <li>• Teachers can attest to the leader's support for setting high academic expectations.</li> <li>• Students can attest to the teacher's high academic expectations.</li> <li>• Parents can attest to the teacher's high academic expectations.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Standard 1: The school administrator is knowledgeable of, supports, promotes and models the beliefs, shared vision and mission adopted by the Citrus County School District.**

**Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:

**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>2.5.A - Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.</b></p>	
<ul style="list-style-type: none"> <li>• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff.</li> <li>• Agendas, meeting minutes, etc., show recurring attention to student needs.</li> <li>• The leader's documents reveal a pattern of examining student opportunities for achieving success</li> <li>• Leader has procedures for students to express needs and concerns direct to the leader.</li> <li>• The leader provides programs and supports for student not making adequate progress.</li> <li>• School policies, practices, procedures are designed to address student needs.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment.</li> <li>• Student questionnaire results reflect satisfaction with school attention to student needs and interests.</li> <li>• Counseling services and safe school programs (e.g. anti-bullying") are implemented.</li> <li>• Tutorial processes are provided and easily accessible by students.</li> <li>• Teachers receive training on adapting instruction to student needs.</li> <li>• Extended day or weekend programs focused on student academic needs are operational and monitored</li> <li>• Parent questionnaire results reflect satisfaction with schools attention to student needs and interests.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.5.B &amp; 2.5.C - Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Promotes school and classroom practices that validate and value similarities and differences among students.</b></p>	
<ul style="list-style-type: none"> <li>• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices.</li> <li>• Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly.</li> <li>• Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices.</li> <li>• School policies, practices, procedures that validate and value similarities and differences among students.</li> <li>• The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students.</li> <li>• Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community.</li> <li>• Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li> <li>• Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li> <li>• A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors.</li> <li>• The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.7.E - Develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.</b></p>	
<ul style="list-style-type: none"> <li>• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders.</li> <li>• Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>• Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>• Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>• Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>• Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>3.9.A - Actively listens to and learns from students, staff, parents, and community stakeholders.</b></p>	
<ul style="list-style-type: none"> <li>• Samples of communication methods used by the leader.</li> <li>• A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty.</li> <li>• A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.</li> <li>• Evidence of opportunities for families to provide feedback about students' educational experiences.</li> <li>• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).</li> <li>• Leader writes articles for school or community newspapers.</li> <li>• Leader makes presentations at PTSA or community organizations.</li> <li>• Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues.</li> <li>• The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Local newspaper articles report involvement of school leader and faculty in school improvement actions.</li> <li>• Letters and e-mails from stakeholders reflect exchanges on important issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.9.C - Communicates student expectations and performance information to students, parents, and community.</b></p>	
<ul style="list-style-type: none"> <li>• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.</li> <li>• Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.</li> <li>• School safety and behavioral expectations are accessible to all.</li> <li>• Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided.</li> <li>• School Improvement Plan is based on clear actionable goals.</li> <li>• Leader is able to access Florida's common language of instruction via online resources.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty routinely access <a href="http://www.floridastandards.org">www.floridastandards.org</a> to align course content with state standards.</li> <li>• Staff survey results reflect awareness and understanding of priority goals and expectations.</li> <li>• Parent survey results reflect understanding of the priority academic improvement goals of the school.</li> <li>• Parents' communications to the school reflect understanding of the goals and expectations that apply to their children.</li> <li>• PTSA/Booster club operations and participation addresses support for school academic goals.</li> <li>• Student survey results reflect understanding of goals and expectations that apply to the students.</li> <li>• Sub-ordinate leaders use Florida's common language of instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>4.10.A - Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).</b></p>	
<ul style="list-style-type: none"> <li>• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• School improvement plan's focus on student success and evidence of actions taken to accomplish such plans.</li> <li>• School safety and behavioral expectations promoted by the leader for the benefit of students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.</li> <li>• Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community.</li> <li>• Parent or student questionnaire results.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>4.10.B - Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success disagreement and dissent with leadership.</b></p>	
<ul style="list-style-type: none"> <li>• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</li> <li>• The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</li> <li>• The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports, and professionally implements organizational policy and leadership decisions.</li> <li>• The leader recognizes and rewards thoughtful dissent.</li> <li>• The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</li> <li>• The leader offers evidence of learning from dissenting views</li> <li>• Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights).</li> <li>• The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented.</li> <li>• Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization.</li> <li>• The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding.</li> <li>• Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity.</li> <li>• Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts.</li> <li>• Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>4.10.C - Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.</b></p>	
<ul style="list-style-type: none"> <li>• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success.</li> <li>• Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live.</li> <li>• The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success.</li> <li>• Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Student results show growth in all sub-groups.</li> <li>• Faculty member's anecdotal evidence describe a leader focused on and committed to student success.</li> <li>• Parent and community involvement in student supports are plentiful and address the needs of a wide range of students.</li> <li>• Student work is commonly displayed throughout the community.</li> <li>• News reports in local media draw attention to positive actions of students and school.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

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Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>1.1.A - Demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards). [Develops the school's learning goals based on the states adopted student academic standards and the district's adopted curricula]</b></p>	
<ul style="list-style-type: none"> <li>• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation.</li> <li>• Lesson plans are monitored for alignment with correct standards.</li> <li>• Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.</li> <li>• Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans identify connections of activities to standards.</li> <li>• Teacher leaders' meeting records verify recurring review of progress on state standards.</li> <li>• Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description.</li> <li>• Teachers routinely access course descriptions to maintain alignment of instruction with standards.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.3.A – Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.</b></p>	
<ul style="list-style-type: none"> <li>• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language.</li> <li>• School improvement documents reflect concepts from the FEAPs and common language.</li> <li>• The leader can articulate the instructional practices set forth in the FEAPs.</li> <li>• Faculty meetings focus on issues related to the FEAPs.</li> <li>• The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs.</li> <li>• The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are conversant with the content of the FEAPs.</li> <li>• Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs.</li> <li>• Teachers use the common language and attribute their use to the leader providing access to the online resources.</li> <li>• School level support programs for new hires include training on the FEAPs.</li> <li>• FEAPs brochures and excerpts from the common language are readily accessible to faculty.</li> <li>• Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs.</li> <li>• Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.3.D - Implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students and school.</b></p>	
<ul style="list-style-type: none"> <li>• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.</li> <li>• School Improvement Plan goals and actions are linked to targeted academic standards.</li> <li>• The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean.</li> <li>• Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance.</li> <li>• Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance.</li> <li>• School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty members routinely access or provide evidence of using content from <a href="http://www.floridastandards.org">www.floridastandards.org</a></li> <li>• Faculty has and makes use of the list of standards associated with their course(s).</li> <li>• Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students.</li> <li>• Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses.</li> <li>• Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction.</li> <li>• Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

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**2.4.A - District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. [Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.]**

<ul style="list-style-type: none"> <li>• The initiatives being pursued are explicitly identified and access to supporting resources is provided.</li> <li>• Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives.</li> <li>• A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the leader monitors regularly to sustain implementation.</li> <li>• The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies)</li> <li>• Reading Strategies from Just Read, Florida! are implemented.</li> <li>• The leader can identify all of the initiatives in use and describe how progress is monitored for each.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers describe how they implement the various initiatives.</li> <li>• Video exemplars that support implementing the initiatives are routinely used by faculty.</li> <li>• Online resources and technology supports that deepened understanding of the initiatives are used by faculty.</li> <li>• State or district web-based resources aligned with the initiatives are regularly accessed by faculty,</li> <li>• Teachers have participated in professional development, associated with the initiative and implemented the strategies learned.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
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**2.4.E - Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.**

<ul style="list-style-type: none"> <li>• Documentation that professional learning is determined on the basis of student achievement and teacher competency data.</li> <li>• Evidence that professional learning includes culturally relevant instructional practices.</li> <li>• Faculty meetings focus on professional learning related to the schools instructional priorities.</li> <li>• The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.</li> <li>• Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.</li> <li>• Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.</li> <li>• Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.</li> <li>• The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs.</li> <li>• Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning.</li> <li>• Teachers can articulate a process that helps them develop individualized learning plans.</li> <li>• Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.</li> <li>• Teachers can identify their learning needs as they relate to student learning needs.</li> <li>• Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.</li> <li>• Faculty can provide evidence of culturally relevant and differentiated instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
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<b>2.5.F - Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</b>	
<ul style="list-style-type: none"> <li>• The leader uses statistical analyses identifying academic needs of sub-group members.</li> <li>• Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities.</li> <li>• Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students.</li> <li>• The leader develops school policies, practices, procedures that validate and value similarities and differences among students.</li> <li>• Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement.</li> <li>• The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations.</li> <li>• Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students.</li> <li>• Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations.</li> <li>• Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.</li> <li>• Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels.</li> <li>• English language learners, and students with disabilities</li> <li>• Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement.</li> <li>• Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance.</li> <li>• Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement.</li> <li>• Lesson study groups focused on improving lessons to impact achievement gap.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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<p><b>2.4.C - Employs a faculty with the instructional proficiencies needed for the school population served.</b></p>	
<ul style="list-style-type: none"> <li>• The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies.</li> <li>• Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants.</li> <li>• Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes.</li> <li>• The leader has an established record of retaining effective and highly effective teachers on the staff.</li> <li>• The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness.</li> <li>• Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities is provided.</li> <li>• Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served.</li> <li>• Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process.</li> <li>• Teacher leaders are involved in monitoring staffing needs and providing input to the leader.</li> <li>• Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school.</li> <li>• Teacher leaders (e.g. department heads, team leaders) can describe the instructional capacities needed in finding candidates to fill vacancies on the faculty.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.4.D – Identifies faculty instructional proficiency needs including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.</b></p>	
<ul style="list-style-type: none"> <li>• Documentation that professional learning is determined on the basis of student achievement and teacher competency data.</li> <li>• Evidence that professional learning includes culturally relevant instructional practices.</li> <li>• Faculty meetings focus on professional learning related to the schools instructional priorities.</li> <li>• The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.</li> <li>• Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.</li> <li>• Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.</li> <li>• Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.</li> <li>• The leader’s documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs.</li> <li>• Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning.</li> <li>• Teachers can articulate a process that helps them develop individualized learning plans.</li> <li>• Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.</li> <li>• Teachers can identify their learning needs as they relate to student learning needs.</li> <li>• Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.</li> <li>• Faculty can provide evidence of culturally relevant and differentiated instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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<p><b>2.4.F - Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</b></p>	
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development.</li> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development.</li> <li>• Schedules provide evidence of recurring time allocated for professional learning.</li> <li>• Technology is used to provide easy and recurring access to professional learning.</li> <li>• Budget records verify resources allocated to support prioritized professional learning.</li> <li>• Documents generated provide evidence that administrators are monitoring faculty participation in professional learning.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement.</li> <li>• Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus.</li> <li>• Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning.</li> <li>• Information on the availability of professional learning is easily accessible for faculty.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.6.E - Uses effective technology integration to enhance decision making and efficiency throughout the school.</b></p>	
<ul style="list-style-type: none"> <li>• School improvement plan reflects technology integration as a support in improvement plans.</li> <li>• Leader has a technology integration plan used to provide technology supports to the degree possible with available resources.</li> <li>• School website provides stakeholders with information about and access to the leader.</li> <li>• Technology tools are used to aid in data collection and analyses and distribution of data findings.</li> <li>• Evidence that shared decision -making and distributed leadership are supported by technology.</li> <li>• Technology used to enhance coaching and mentoring functions.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process.</li> <li>• Data from faculty that supports decision making and monitoring impact of decisions are shared via technology.</li> <li>• PowerPoint presentations, e-mails, and webpages of faculty members support involvement in decision making and dissemination of decisions made.</li> <li>• Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.8.A - Organizes time, tasks, and projects effectively with clear objectives and coherent plans</b></p>	
<ul style="list-style-type: none"> <li>• Examples of projects that have been adjusted based on the input from a variety of sources.</li> <li>• Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance.</li> <li>• Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities.</li> <li>• School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress.</li> <li>• Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks.</li> <li>• School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?)</li> <li>• Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gantt Chart) are used that display the chronological interdependence of the project events that unfold over time.</li> <li>• Tasks and reports for parties outside the school are monitored for timely completion.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports that require teacher input are submitted on time and in compliance with expectations.</li> <li>• Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates.</li> <li>• Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning.</li> <li>• School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations.</li> <li>• Teachers are aware of time and task management processes and contribute data to them.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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<p><b>3.8.B &amp; 3.8.D Maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment. [Established appropriate deadlines for him/herself and the entire organization and is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</b></p>	
<ul style="list-style-type: none"> <li>• School financial information shows alignment of spending with instructional needs.</li> <li>• Documents are provided to faculty that indicate clear protocols for accessing school resources.</li> <li>• School Improvement Plan and spending plans are aligned.</li> <li>• Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs.</li> <li>• Schedules and calendars for use of the facility reflect attention to instructional priorities.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development.</li> <li>• Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs.</li> <li>• Teachers can describe the process for accessing and spending money in support of instructional priorities.</li> <li>• Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.8.C - Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.</b></p>	
<ul style="list-style-type: none"> <li>• School financial information identifies resources employed in support of collegial learning.</li> <li>• Procedures for collegial groups to reserve rooms for meetings are provided to all faculty.</li> <li>• Protocol for accessing school resources to support collegial learning needs.</li> <li>• School Improvement Plan reflects role(s) of collegial learning teams.</li> <li>• Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice.</li> <li>• Master schedules are modified to promote collegial use through common planning times.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement.</li> <li>• Lesson study groups, PLC's, and other forms of collegial learning teams are operational.</li> <li>• School-wide teacher questionnaire results reflect teacher participation in collegial learning groups.</li> <li>• Teachers' professional learning plans incorporate participation in collegial learning.</li> <li>• Department, team, or grade level meetings devote a majority of their time to collegial learning processes.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>3.9.E - Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.</b></p>	
<ul style="list-style-type: none"> <li>• Samples of communication methods used by the leader.</li> <li>• A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty.</li> <li>• A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.</li> <li>• Evidence of opportunities for families to provide feedback about students' educational experiences.</li> <li>• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).</li> <li>• Leader writes articles for school or community newspapers.</li> <li>• Leader makes presentations at PTSA or community organizations.</li> <li>• Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues.</li> <li>• The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Local newspaper articles report involvement of school leader and faculty in school improvement actions.</li> <li>• Letters and e-mails from stakeholders reflect exchanges on important issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<b>3.9.F - Utilizes appropriate technologies for communication and collaboration.</b>	
<ul style="list-style-type: none"> <li>• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues.</li> <li>• Meeting schedules reflect frequency of access by various stakeholders.</li> <li>• Executive business partnerships engaging local business leaders in ongoing support of school improvement.</li> <li>• E-mail exchanges with parents and other stakeholders.</li> <li>• Websites or weblogs provide school messaging into the community.</li> <li>• Leader's participation in community events.</li> <li>• Leader has established policies that inform students, faculty, and parents on how to get access to the leader.</li> <li>• Leader monitors office staff implementation of access policies to insure timely and responsive accessibility.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary.</li> <li>• Sub-ordinate leaders' involvement in community events where school issues may be addressed.</li> <li>• "User friendly" processes for greeting and determining needs of visitors.</li> <li>• Newspaper accounts reflecting leader's accessibility.</li> <li>• Teacher and student anecdotal evidence of ease of access</li> <li>• Parent surveys reflect belief that access is welcomed.</li> <li>• Office staff handle routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.9.G – Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions</b>	
<ul style="list-style-type: none"> <li>• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.</li> <li>• Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.</li> <li>• School safety and behavioral expectations are accessible to all.</li> <li>• Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided.</li> <li>• School Improvement Plan is based on clear actionable goals.</li> <li>• Leader is able to access Florida's common language of instruction via online resources.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty routinely access <a href="http://www.floridastandards.org">www.floridastandards.org</a> to align course content with state standards.</li> <li>• Staff survey results reflect awareness and understanding of priority goals and expectations.</li> <li>• Parent survey results reflect understanding of the priority academic improvement goals of the school.</li> <li>• Parents' communications to the school reflect understanding of the goals and expectations that apply to their children.</li> <li>• PTSA/Booster club operations and participation addresses support for school academic goals.</li> <li>• Student survey results reflect understanding of goals and expectations that apply to the students.</li> <li>• Sub-ordinate leaders use Florida's common language of instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

**Standard 4: The school administrator continuously monitors and communicates the extent to which students and staff are engaging in the work, persisting in the work, and experiencing satisfaction in the products of the work, and modifies the work accordingly.**

**Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:

**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>1.1.B - Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.[Analyzes student learning results which are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22 F.S.; international assessments; and other indicators of student success adopted by the district and the state.</b></p>	
<ul style="list-style-type: none"> <li>• Data files and analyses on a wide range of student performance assessments are in routine use by the leader.</li> <li>• Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use performance data to make instructional decisions.</li> <li>• Department and team meetings reflect recurring attention to student performance data.</li> <li>• Teacher leaders identify changes in practice within their teams or departments based on performance data analyses.</li> <li>• Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>1.2.D - Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</b></p>	
<ul style="list-style-type: none"> <li>• Principal's support for team learning processes focused on student learning is evident throughout the school year.</li> <li>• Principal's team learning processes are focused on student learning.</li> <li>• Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues.</li> <li>• School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.</li> <li>• The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning.</li> <li>• Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school.</li> <li>• Professional learning actions by faculty address performance gaps among student subgroups within the school.</li> <li>• Performance gaps among student subgroups within the school show improvement trends.</li> <li>• Faculty, department, team, and cross-curricular meetings focus on student learning.</li> <li>• Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues.</li> <li>• Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives.</li> <li>• There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.</li> <li>• Teacher or student questionnaire results address learning organization's essential elements.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>2.3.B - Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery. [Engages in data analysis for instructional planning and improvement]</b></p>	
<ul style="list-style-type: none"> <li>• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do.</li> <li>• The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress.</li> <li>• The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy.</li> <li>• Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards.</li> <li>• Leader's communications to students provide evidence of support of students making progress on learning goals.</li> <li>• Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school.</li> <li>• Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students.</li> <li>• Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates.</li> <li>• Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals.</li> <li>• Teacher documents prepared for parent information make clear the targeted learning goals for the students.</li> <li>• Students are able to express their learning goals during walkthroughs or classroom observations.</li> <li>• Students are able to explain the relationship between current activities and assignments and priority learning goals.</li> <li>• Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression</li> <li>• Methods of both teachers and students tracking student progress toward learning goals are evident.</li> <li>• Celebrations of student success include reflections by teachers and students on the reasons for the success</li> <li>• Teachers can identify the learning goals that result in the high levels of student learning.</li> <li>• Other impact evidence of proficiency on this indicator</li> </ul>
<p><b>2.3.C - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs. [Communicates the relationships among academic standards, effective instruction, and student performance.]</b></p>	
<ul style="list-style-type: none"> <li>• Schedules for classroom observation document monitoring of faculty.</li> <li>• Records or notes indicate the frequency of formal and informal observations.</li> <li>• Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation.</li> <li>• Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices.</li> <li>• Agendas for meetings address faculty proficiency issues arising from the monitoring process.</li> <li>• The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies.</li> <li>• Leadership team agendas or memoranda focused on issues arising from monitoring.</li> <li>• Principals resource allocation actions are adjusted based on monitoring data.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring.</li> <li>• Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies.</li> <li>• Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.</li> <li>• Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs.</li> <li>• Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<p><b>2.3.E - Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</b></p>	
<ul style="list-style-type: none"> <li>• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards</li> <li>• Samples of written feedback provided to teachers regarding effective assessment practices.</li> <li>• Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data.</li> <li>• Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes.</li> <li>• Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms.</li> <li>• Assessment rubrics are being used by the school.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can describe interactions with the leader where effective assessment practices are promoted.</li> <li>• Teachers' assessments are focused on student progress on the standards of the course.</li> <li>• Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices.</li> <li>• Teachers can provide assessments that are directly aligned with course standard.</li> <li>• Teachers attest to the leader's frequent monitoring of assessment practices.</li> <li>• Student folders and progress tracking records reflect use of formative data.</li> <li>• Documents are in use that informs teachers of the alignment between standards and assessments.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.4.B &amp; 2.5.D – Evaluates, monitors, and provides timely and actionable feedback to faculty on the effectiveness of instruction.</b></p>	
<ul style="list-style-type: none"> <li>• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice.</li> <li>• Samples of written feedback provided teachers regarding prioritized instructional practices.</li> <li>• Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff.</li> <li>• The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning</li> <li>• School improvement plan reflects monitoring data analyses.</li> <li>• Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices.</li> <li>• The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices.</li> <li>• The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency.</li> <li>• Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations.</li> <li>• Teachers report recognition as team members and as individuals.</li> <li>• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new levels.</li> <li>• Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback.</li> <li>• Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.</li> <li>• Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.</li> <li>• Feedback and evaluation data is used by teachers to formulate growth plans.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>2.5.E - Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.</b></p>	
<ul style="list-style-type: none"> <li>• Agendas, memorandum, and other documents provide direction on implementation of MTSS.</li> <li>• Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices.</li> <li>• The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters, announcements, websites, social media and face-to-face exchanges)</li> <li>• Leader solicits student input on processes that support or hamper their success.</li> <li>• Leader does surveys and other data collections that assess school conditions that impact student well-being.</li> <li>• Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' records reveal data-based interventions and progress monitoring.</li> <li>• Teacher-directed celebrations of student success identify causes of success.</li> <li>• Supplemental supports are provided in classes.</li> <li>• Faculty and student describe the leader as one who is genuinely committed to student success in school and life.</li> <li>• Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.</li> <li>• Teacher and student tracking of progress results in data on student success.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<b>4.10.F - Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</b>	
<ul style="list-style-type: none"> <li>• The leader is an active participant in professional learning provided for faculty.</li> <li>• The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district.</li> <li>• Evidence the leader has applied lessons learned from the research to enhance personal leadership practices.</li> <li>• Case studies of action research shared with subordinates and/or colleagues.</li> <li>• Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development.</li> <li>• Membership and participation in professional learning provided by professional organizations.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' anecdotal evidence of the leader's support for and participation in professional learning.</li> <li>• School-wide teacher questionnaire results reflecting leadership support for professional learning.</li> <li>• The frequency with which faculty members are engaged in professional learning.</li> <li>• Changes in student growth data, discipline data, etc., after faculty professional development.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

### **Standard 5: The school administrator is a leader of leaders.**

**Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:

**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<b>3.6.A - Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.</b>	
<ul style="list-style-type: none"> <li>The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency.</li> <li>Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth.</li> <li>Documents showing the development and modification of teacher and student schedules are based on data about student needs.</li> <li>Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues.</li> <li>Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements.</li> <li>Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning.</li> <li>Team and department meeting minutes reflect student learning and faculty proficiency as priority issues.</li> <li>Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency.</li> <li>Principal's secretary prioritizes mail based on relation to student learning and faculty growth.</li> <li>Office staff handle routine events to protect leader's time for instructional and faculty development issues.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.6.B - Uses critical thinking and data-based problem solving techniques to define problems and identify solutions.</b>	
<ul style="list-style-type: none"> <li>Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented.</li> <li>A well-established problem-solving process can be described by the leader.</li> <li>Data records reveal the range of problems addressed and after-implementation data collections.</li> <li>Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can personally attest to the problem-solving skills of the leader.</li> <li>Teachers report a high degree of satisfaction with the problem-solving process established by the leader.</li> <li>Teacher and/or students describe participating in problem solving led by the school leader.</li> <li>Multi-tiered System of Supports (MTSS) is fully operational in classrooms.</li> <li>Sub-ordinate leaders are engaged in data-based problem solving.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.6.C - Evaluates decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.</b>	
<ul style="list-style-type: none"> <li>Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends.</li> <li>Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions.</li> <li>A well-articulated problem-solving process can be produced.</li> <li>Principal's work schedule reflects time for monitoring the implementation of priority decisions.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data.</li> <li>Teachers report confidence in the decisions being made by the leader.</li> <li>Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions.</li> <li>Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.6.D - Empowers others and distributes leadership when appropriate.</b>	
<ul style="list-style-type: none"> <li>Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.</li> <li>School improvement plan process reflects involvement by a variety of parties.</li> <li>Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications.</li> <li>Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Sub-ordinate leaders and teacher leaders report meaningful roles in decision making.</li> <li>Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making.</li> <li>Teachers are able to identify which colleagues have a leadership or decision making role in any given issue.</li> <li>Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>

## School Administrator Evaluation System

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**Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:

**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<b>3.7.A - Identifies and cultivates potential and emerging leaders.</b>	
<ul style="list-style-type: none"> <li>• Organizational charts identify the leadership roles and team members.</li> <li>• The leader has a system for identifying and mentoring potential leaders.</li> <li>• The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization.</li> <li>• Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development.</li> <li>• The leader's communications to faculty and stakeholders reflect recognition of the leadership team.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies.</li> <li>• Teachers at the school report that leadership development is supported and encouraged.</li> <li>• Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership.</li> <li>• Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.7.B - Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure. [Provides evidence of delegation and trust in subordinate leaders.]</b>	
<ul style="list-style-type: none"> <li>• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff.</li> <li>• The leader's processes keep people from performing redundant activities.</li> <li>• The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do.</li> <li>• Communications to delegated leaders provide predetermined decision-making responsibility.</li> <li>• Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project.</li> <li>• Delegation and trust are evident in personnel evaluations.</li> <li>• Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort.</li> <li>• Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters.</li> <li>• Faculty and staff can cite examples of delegation where the leader supported the staff member's decision.</li> <li>• Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children.</li> <li>• Staff to whom responsibility has been delegated in turn delegate appropriate aspects of their tasks to other staff thus expanding engagement.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<b>3.7.C - Plans for and implements succession management in key positions.</b>	
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that address succession management priorities.</li> <li>• The leader has processes to monitor potential staff departures.</li> <li>• The leader accesses district applicant pools to review options as soon as district processes permit.</li> <li>• Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles.</li> <li>• Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles.</li> <li>• A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future.</li> <li>• Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions.</li> <li>• Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences.</li> <li>• Teachers can describe transparent processes for being considered for leadership positions within the school.</li> <li>• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

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**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:

<b>3.9.B &amp; 3.9.D - Recognizes individuals, collegial work groups, and supporting organizations for effective performance and maintaining high visibility at school and in the community.</b>	
<ul style="list-style-type: none"> <li>• Faculty meeting agendas routinely include recognitions of progress and success on goals.</li> <li>• Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared.</li> <li>• Samples of recognition criteria and reward structures are utilized.</li> <li>• Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria.</li> <li>• Communications to community groups are arranged recognizing student, faculty, and school accomplishments.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attest to the leader's recognition of them as individuals and as team members.</li> <li>• Teachers describe feedback from the leader that acknowledge specific instructional strengths or improvements.</li> <li>• Teachers report that the leader uses a combination of methods to promote the accomplishments of the school.</li> <li>• Students report both formal and informal acknowledgements of their growth.</li> <li>• Bulletin boards or other media display evidence of student growth.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>

## B. Other Indicators of Performance (*Not Applicable in Citrus County*)

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

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

## C. Performance of Students

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

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

In Citrus County, performance of students accounts for 33% of the school administrator performance evaluation.

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

All administrative personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of their school(s)' data are available, those years for which data are available are used. School administrators will receive a rating based on their school-wide results, which includes the data collected from state and district assessments. See *Citrus County's Instructional Evaluation Plan* to see how instructional personnel are rated in the area of student performance (district-created models using state and district assessments). The school's instructional staff's ratings are averaged to give the administrator a one-year school-wide rating. The one-year rating is then averaged with up to two previous years' school-wide data ratings from school(s) the administrator supervised, if available, to equal a three-year rating for the student performance portion of the administrator's evaluation system. The calculated average is based on the following cut points:

HE: 4.00-3.45      E: 3.44-2.45      NI: 2.44-1.45      U: 1.44-0.00

This portion makes up 33% of the summative evaluation rating.

## School Administrator Evaluation System

### 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.

Each administrator will receive a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory based on his/her performance on the district portion (instructional leadership) of the administrator summative evaluation. School administrators will also receive a rating for the data portion (performance of students) based on an average of all instructional staff ratings at the administrator's school and from up to two previous years. The instructional leadership portion of the summative evaluation is weighted 67% of the overall evaluation. All instructional staff's data source ratings are combined and averaged to provide the administrator(s) with an overall student performance rating (school-wide) and then averaged with up to two previous years, if available. That rating is weighted at 33% of the final evaluation rating. The rating matrix, below, shows how the two ratings are combined for the overall evaluation rating.

$$\text{Overall Summative Rating} = (\text{Instructional Leadership Rating} * .67) + (\text{Student Performance Rating} * .33)$$

#### Rating Matrix

Rating Areas		Range	Overall Rating Options
Instructional Leadership 67%	Student Data 33%		
H	H	3.45-4.00	Highly Effective
H	E	3.12-3.81	Highly Effective, Effective
H	D/NI	2.78-3.48	Highly Effective, Effective
H	U	2.30-3.15	Effective, Needs Improvement
E	H	2.78-3.63	Highly Effective, Effective
E	E	2.45-3.44	Effective
E	D/NI	2.12-3.11	Effective, Needs Improvement
E	U	1.97-2.77	Effective, Needs Improvement
D/NI	H	2.12-2.96	Effective, Needs Improvement
D/NI	E	1.78-2.77	Effective, Needs Improvement
D/NI	D/NI	1.45-2.44	Needs Improvement
D/NI	U	1.30-2.11	Needs Improvement, *Unsatisfactory
U	H	1.82-2.29	Needs Improvement
U	E	1.48-2.11	Needs Improvement
U	D/NI	1.15-1.77	Needs Improvement, *Unsatisfactory
U	U	1.00-1.44	*Unsatisfactory

\*An assistance plan is required if rated as **Unsatisfactory**.

## School Administrator Evaluation System

End of year meetings are scheduled with each administrator to complete a summative evaluation. During this meeting, administrators share data related to students' performance and instructional staff's effectiveness, strategies implemented throughout the year, and participate in conversation about his/her performance related to the five (5) Citrus County Standards based on the Florida Principal Leadership Standards.

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 principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

### Elementary Principal (Mrs. O'Brian)- Summative Evaluation- Highly Effective

#### A. Professional Standards (Instructional Leadership - 67%)

The administrator's supervisor utilized the evidence from the *Administrative Observation Instrument* (see Appendix B) and the administrator's reflection tool to give a rating for each standard. Mrs. O'Brian received HE (4) in each of the 5 standards.

Standard 1:	HE(4)	E(3)	NI(2)	U(1)
Standard 2:	HE(4)	E(3)	NI(2)	U(1)
Standard 3:	HE(4)	E(3)	NI(2)	U(1)
Standard 4:	HE(4)	E(3)	NI(2)	U(1)
Standard 5:	HE(4)	E(3)	NI(2)	U(1)

So, when averaged, her Instructional Leadership Rating on her Summative Evaluation was "Highly Effective".  $(5 \text{ standards} \times 4) / 5 \text{ Standards} = 4.00$  (Highly Effective)

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: **Mrs. Paddy O'Brian** Date: 6/27/2019

School/Department: **ABC Elementary** Position: **Principal**

**A - PROFESSIONAL STANDARDS**

COMMENT 3: [In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.]

**Mrs. O'Brian is highly effective in all five professional standards.**

**Evidence:**

**Standard 1:** Facilitated the school's improvement plan process aligned with district's strategic goals; provided information about the direction of the school at SAC and PTO meetings as it correlated to the school improvement plan

**Standard 2:** Provided staff with a variety of training and support to assist with increasing student achievement; Created and facilitated a monthly professional development book study targeting the school's academic focus of literacy across the content areas and initiated monthly share-out sessions.

**Standard 3:** Created a master schedule that served as a district model increasing the amount of instructional time while meeting all state guidelines; Provided opportunities for teams collaboratively discuss data and instructional strategies.

**Standard 4:** Reviews data to make instructional changes within the school; Quarterly staff surveys to review and monitor how teachers used resources and areas needing support

**Standard 5:** Served on district committees to help move the district forward with student and teacher assessments

**A – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory); (HE) E / NI or D/ U  
First 3 years of employment = Developing/4 + years = Needs Improvement

#### B. Student Learning Growth/Achievement Data (Data Source- 33%)

In 2018-19, her elementary school's instructional staff's data source ratings were averaged together to calculate the one-year School-wide Rating of 3.25 (Effective) for 2018-19.

# School Administrator Evaluation System

	Grade Level	Data Source Assessment	Growth Model	Data Source Rating
Teacher 1	1	Citrus Assessments	Model A1	3.00 (E)
Teacher 2	3	FSA ELA & Math	Model A2	4.00 (HE)
Teacher 3	5	FSA ELA & Math; Florida Science Assessment	Models B1 & C	3.65 (HE)
Teacher 4	Music	End-of-Term Final/Music Exam	Model E	4.00 (HE)
Teacher 5	1	Citrus Assessments	Model A1	2.00 (NI)
Teacher 6	2	Citrus Assessments	Model A1	4.00 (HE)
Teacher 7	4	FSA ELA & Math	Model A2	2.95 (E)
All teachers would be continued to be listed...				
<b>School-Wide Data Source Rating</b> <i>(Sum of all teacher data source ratings) / (Total number of teachers)</i>				<b>3.25 (E)</b>

Then, her 2018-19 rating was averaged with the two previous years' School-wide Ratings from the school(s) Mrs. O'Brian served as an administrator to formulate a 3-year data source rating of 3.33 (Effective).

	ABC Elementary School's School-Wide Rating	3-Year Data Source Rating
<b>Year 3</b>	3.25	<b>3.33 (Effective)</b> <i>(3.25 + 3.09 + 3.66) / 3</i>
<b>Year 2</b>	3.09	
<b>Year 1</b>	3.66	

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE (E) NI or D/ U**  
 First 3 years of employment = Developing/4 + years = Needs Improvement

## C. Overall Summative Evaluation Rating

Mrs. O'Brian's Overall Evaluation Rating is "Highly Effective".

Her supervisor combined the HE (4) from Instructional Leadership (67%) and the E (3.33) from Student Data (33%) to assign an overall evaluation rating of "Highly Effective" (3.78) based on the rating options in the matrix below.

Rating Areas		Range	Overall Rating Options
Instructional Leadership 67%	Student Data 33%		
H	H	3.45-4.00	Highly Effective
H	E	3.12-3.81	Highly Effective, Effective
H	D/NI	2.78-3.48	Highly Effective, Effective
H	U	2.30-3.15	Effective, Needs Improvement
E	H	2.78-3.63	Highly Effective, Effective
E	E	2.45-3.44	Effective
E	D/NI	2.12-3.11	Effective, Needs Improvement
E	U	1.97-2.77	Effective, Needs Improvement
D/NI	H	2.12-2.96	Effective, Needs Improvement
D/NI	E	1.78-2.77	Effective, Needs Improvement
D/NI	D/NI	1.45-2.44	Needs Improvement
D/NI	U	1.30-2.11	Needs Improvement, *Unsatisfactory
U	H	1.82-2.29	Needs Improvement
U	E	1.48-2.11	Needs Improvement
U	D/NI	1.15-1.77	Needs Improvement, *Unsatisfactory
U	U	1.00-1.44	*Unsatisfactory

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: Mrs. Paddy O'Brian Date: 6/27/2019

School/Department: ABC Elementary Position: Principal

**A - PROFESSIONAL STANDARDS**

COMMENT B: (In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.)

Mrs. O'Brian is highly effective in all five professional standards.

Evidence:

**Standard 1:** Facilitated the school's improvement plan process aligned with district's strategic goals; provided information about the direction of the school at SAC and PTO meetings as it correlated to the school improvement plan

**Standard 2:** Provided staff with a variety of training and support to assist with increasing student achievement; Created and facilitated a monthly professional development book study targeting the school's academic focus of literacy across the content areas and shared monthly share-out sessions.

**Standard 3:** Created a master schedule that served as a district model increasing the amount of instructional time while meeting all state guidelines; provided opportunities for teams collaboratively discuss data and instructional strategies.

**Standard 4:** Reviews data to make instructional changes within the school; Quarterly staff surveys to review and monitor how teachers used resources and are seeking support.

**Standard 5:** Served on district committees to help move the district forward with student and teacher assessments

**A – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE (E) NI or D/ U**  
 First 3 years of employment = Developing/4 + years = Needs Improvement

Amy Crowell Paddy O'Brian  
Supervisor's Signature Date Administrator's Signature Date

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE (E) NI or D/ U**  
 First 3 years of employment = Developing/4 + years = Needs Improvement

**C – OVERALL EVALUATION**

**C – OVERALL EVALUATION** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE (E) NI or D/ U**  
 First 3 years of employment = Developing/4 + years = Needs Improvement

**D – ADMINISTRATOR COMMENTS (Optional)**

Amy Crowell Paddy O'Brian  
Supervisor's Signature Date Administrator's Signature Date  
(Signature indicates that a copy has been provided to the administrator.)

$$3.78 = 2.68 + 1.10$$

(67% of 4.00)                      (33% of 3.33)

## School Administrator Evaluation System

### Elementary Principal (Mrs. O’Brian)- Summative Evaluation- Unsatisfactory

#### A. Professional Standards (Instructional Leadership - 67%)

The administrator’s supervisor utilized the evidence from the *Administrative Observation Instrument* (see Appendix B) and the administrator’s reflection tool to give a rating for each standard. Mrs. O’Brian received the following in each of the 5 standards.

Standard 1:	HE(4)	E(3)	NI(2)	U(1)
Standard 2:	HE(4)	E(3)	NI(2)	U(1)
Standard 3:	HE(4)	E(3)	NI(2)	U(1)
Standard 4:	HE(4)	E(3)	NI(2)	U(1)
Standard 5:	HE(4)	E(3)	NI(2)	U(1)

So, when averaged, her Instructional Leadership Rating on her Summative Evaluation was “Unsatisfactory”.  $(2+1+2+1+1) / 5 \text{ Standards} = 1.4 \text{ (Unsatisfactory)}$

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator’s professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator’s personnel file.

Administrator: Mrs. Paddy O’Brian Date: 8/27/2019

School/Department: ABC Elementary Position: Principal

**A - PROFESSIONAL STANDARDS**

COMMENTS: (in this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.)

**Mrs. O’Brian is unsatisfactory in three of the five professional standards (2, 4, 5) and needs improvement in two of the standards (1 & 3)**

**Evidence:**

**Standard 1:** PTO member  
**Standard 2:** Did not attend professional development or assist in school-wide book study  
**Standard 3:** Assisted with master schedule  
**Standard 4:** Reliant on district staff to interpret data; instructional decisions did not alter due to progress monitoring data  
**Standard 5:** Not observed

A - EVALUATION RATING (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory): HE / E / NI or DU  
 First 3 years of employment = Developing/4+ years = Needs Improvement

#### B. Student Learning Growth/Achievement Data (Data Source- 33%)

In 2018-19, her elementary school’s instructional staff’s data source ratings were averaged together to calculate the one-year School-wide Rating of 1.75 (Needs Improvement) for 2018-19.

	Grade Level	Data Source Assessment	Growth Model	Data Source Rating
Teacher 1	1	Citrus Assessments	Model A1	2.00 (NI)
Teacher 2	3	FSA ELA & Math	Model A2	1.10 (U)
Teacher 3	5	FSA ELA & Math; Florida Science Assessment	Models B1 & C	1.64 (NI)
Teacher 4	Music	End-of-Term Final/Music Exam	Model E	3.00 (E)
Teacher 5	1	Citrus Assessments	Model A1	1.00 (U)
Teacher 6	2	Citrus Assessments	Model A1	2.00 (NI)
Teacher 7	4	FSA ELA & Math	Model A2	2.50 (E)
All teachers would be continued to be listed...				
<b>School-Wide Data Source Rating</b> <i>(Sum of all teacher data source ratings) / (Total number of teachers)</i>				<b>1.75 (NI)</b>

# School Administrator Evaluation System

Then, her 2018-19 rating was averaged with the two previous years' School-wide Ratings from the school(s) Mrs. O'Brian served as an administrator to formulate a 3-year data source rating of 3.33 (Effective).

	ABC Elementary School's School-Wide Rating	3-Year Data Source Rating
Year 3	1.75	<b>1.38 (Unsatisfactory)</b>  <i>(1.75 + 1.25 + 1.15) / 3</i>
Year 2	1.25	
Year 1	1.15	

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **U**  
*First 3 years of employment = Developing/4 + years = Needs Improvement*

### C. Overall Summative Evaluation Rating

Mrs. O'Brian's Overall Evaluation Rating is "Unsatisfactory".

Her supervisor combined the U (1.4) from Instructional Leadership (67%) and the U (1.38) from Student Data (33%) to assign an overall evaluation rating of "Unsatisfactory" (1.40) based on the rating options in the matrix below.

Rating Areas		Range	Overall Rating Options
Instructional Leadership 67%	Student Data 33%		
H	H	3.45-4.00	Highly Effective
H	E	3.12-3.81	Highly Effective, Effective
H	D/NI	2.78-3.48	Highly Effective, Effective
H	U	2.30-3.15	Effective, Needs Improvement
E	H	2.78-3.63	Highly Effective, Effective
E	E	2.45-3.44	Effective
E	D/NI	2.12-3.11	Effective, Needs Improvement
E	U	1.97-2.77	Effective, Needs Improvement
D/NI	H	2.12-2.96	Effective, Needs Improvement
D/NI	E	1.78-2.77	Effective, Needs Improvement
D/NI	D/NI	1.45-2.44	Needs Improvement
D/NI	U	1.30-2.11	Needs Improvement, *Unsatisfactory
U	H	1.82-2.29	Needs Improvement
U	E	1.48-2.11	Needs Improvement
U	D/NI	1.15-1.77	Needs Improvement, *Unsatisfactory
U	U	1.00-1.44	*Unsatisfactory

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: Mrs. Paddy O'Brian Date: 6/27/2019

School/Department: ABC Elementary Position: Principal

**A - PROFESSIONAL STANDARDS**

COMMENT 2: (In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.)

Mrs. O'Brian is unsatisfactory in three of the five professional standards (2, 4, 5) and needs improvement in two of the standards (1 & 3)

**Evidence:**

Standard 1: PTO member  
 Standard 2: Did not attend professional development or assist in school-wide book study  
 Standard 3: Assisted with master schedule  
 Standard 4: Reliant on district staff to interpret data; instructional decisions did not alter due to progress monitoring data  
 Standard 5: Not observed

**A – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **U**  
*First 3 years of employment = Developing/4 + years = Needs Improvement*

Amy Crowell 6/27/2019 Paddy O'Brian 6/27/2019  
Supervisor's Signature Date Administrator's Signature Date

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **U**  
*First 3 years of employment = Developing/4 + years = Needs Improvement*

**C – OVERALL EVALUATION**

**C – OVERALL EVALUATION** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **U**  
*First 3 years of employment = Developing/4 + years = Needs Improvement*

**D - ADMINISTRATOR COMMENTS (Optional)**

Amy Crowell 9/15/2019 Paddy O'Brian 9/15/2019  
Supervisor's Signature Date Administrator's Signature Date  
(Signature indicates that a copy has been provided to the administrator.)

$$1.40 = 0.94 + 0.46$$

(67% of 1.4)                      (33% of 1.38)

## School Administrator Evaluation System

### High School Principal (Mr. Jones)- Summative Evaluation- Highly Effective

#### A. Professional Standards (Instructional Leadership - 67%)

The administrator's supervisor utilized the evidence from the *Administrative Observation Instrument* (see Appendix B) and the administrator's reflection tool to give a rating for each standard. Mr. Jones received HE (4) in each of the 5 standards.

Standard 1:	HE(4)	E(3)	NI(2)	U(1)
Standard 2:	HE(4)	E(3)	NI(2)	U(1)
Standard 3:	HE(4)	E(3)	NI(2)	U(1)
Standard 4:	HE(4)	E(3)	NI(2)	U(1)
Standard 5:	HE(4)	E(3)	NI(2)	U(1)

So, when averaged, his Instructional Leadership Rating on his Summative Evaluation was "Highly Effective".  $(5 \text{ standards} \times 4) / 5 \text{ Standards} = 4.00$  (Highly Effective)

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: Mr. Jones Date: 6/27/2019

School/Department: ABC High School Position: Principal

**A - PROFESSIONAL STANDARDS**

COMMENTS: [In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.]

Mr. Jones is highly effective in all five professional standards.

Evidence:

Standard 1: Facilitated the school's improvement plan process aligned with district's strategic goals; provided information about the direction of the school at SAC and PTO meetings as it correlated to the school improvement plan

Standard 2: Provided staff with a variety of training and support to assist with increasing student achievement; Created and facilitated a monthly professional development book study targeting the school's academic focus of literacy across the content areas and initiated monthly share-out sessions.

Standard 3: Created a master schedule that served as a district model increasing the amount of instructional time while meeting all state guidelines; Provided opportunities for teams collaboratively discuss data and instructional strategies.

Standard 4: Reviews data to make instructional changes within the school; Quarterly staff surveys to review and monitor how teachers used resources and areas needing support

Standard 5: Served on district committees to help move the district forward with student and teacher assessments

A - EVALUATION RATING (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory); (HE) E / NI or D/ U  
First 3 years of employment = Developing/4 + years = Needs Improvement

#### B. Student Learning Growth/Achievement Data (Data Source- 33%)

In 2018-19, his high school's instructional staff's data source ratings were averaged together to calculate the one-year School-wide Rating of 3.41 (Effective) for 2018-19.

	Course(s) Taught	Data Source Assessment	Growth Model	Data Source Rating
Teacher 1	English 1	FSA ELA	Model B1	4.00 (HE)
Teacher 2	Pre-Calculus; Algebra 1	End-of-Term Assessment; FSA Algebra EOC	Models D & C	3.12 (E)
Teacher 3	Band; Chorus	End-of-Term Assessment	Model D	3.65 (HE)
Teacher 4	US History; World History	US History EOC; End-of-Term Assessment	Models C & D	3.80 (HE)
Teacher 5	English 2; English 3	FSA ELA; End-of-Term Assessment	Models B1 & D	2.00 (NI)
Teacher 6	Biology; Access Biology	Biology EOC; FSAA Biology EOC	Model C	3.85 (HE)
Teacher 7	Culinary	Industry Certification	Model F	2.95 (E)
All teachers would be continued to be listed...				
<b>School-Wide Data Source Rating</b> <i>(Sum of all teacher data source ratings) / (Total number of teachers)</i>				<b>3.41 (E)</b>

## School Administrator Evaluation System

Then, his 2018-19 rating was averaged with the two previous years' School-wide Ratings from the school(s) Mr. Jones served as an administrator to formulate a 3-year data source rating of 3.36 (Effective).

	<b>ABC High School's School-Wide Data Rating</b>	<b>3-Year Data Source Rating</b>
<b>Year 3</b>	3.41	<b>3.36 (Effective)</b>  <i>(3.41 + 3.67 + 3.00) / 3</i>
<b>Year 2</b>	3.67	
<b>Year 1</b>	3.00	

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE/E/Ni or D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

### C. Overall Summative Evaluation Rating

Mr. Jones' *Overall Evaluation Rating* is "Highly Effective".

His supervisor combined the HE (4) from Instructional Leadership (67%) and the E (3.36) from Student Data (33%) to assign an overall evaluation rating of "Highly Effective" (3.79) based on the rating options in the matrix below.

Rating Areas		Range	Overall Rating Options
Instructional Leadership 67%	Student Data 33%		
H	H	3.45-4.00	Highly Effective
H	E	3.12-3.81	Highly Effective, Effective
H	D/Ni	2.78-3.48	Highly Effective, Effective
H	U	2.30-3.15	Effective, Needs Improvement
E	H	2.78-3.63	Highly Effective, Effective
E	E	2.45-3.44	Effective
E	D/Ni	2.12-3.11	Effective, Needs Improvement
E	U	1.97-2.77	Effective, Needs Improvement
D/Ni	H	2.12-2.96	Effective, Needs Improvement
D/Ni	E	1.78-2.77	Effective, Needs Improvement
D/Ni	D/Ni	1.45-2.44	Needs Improvement
D/Ni	U	1.30-2.11	Needs Improvement, *Unsatisfactory
U	H	1.82-2.29	Needs Improvement
U	E	1.48-2.11	Needs Improvement
U	D/Ni	1.15-1.77	Needs Improvement, *Unsatisfactory
U	U	1.00-1.44	*Unsatisfactory

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: Mr. Jones Date: 6/27/2019

School/Department: ABC High School Position: Principal

**A – PROFESSIONAL STANDARDS**

COMMENT 4: (In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.)

Mr. Jones is highly effective in all five professional standards.

**Evidence:**

Standard 1: Facilitated the school's improvement plan process aligned with district's strategic goals; provided information about the direction of the school at SAC and PTO meetings as it correlated to the school improvement plan

Standard 2: Provided staff with a variety of training and support to assist with increasing student achievement; Created and facilitated a monthly professional development book study targeting the school's academic focus of literacy across the content areas and initiated monthly share-out sessions.

Standard 3: Created a master schedule that served as a district model increasing the amount of instructional time while meeting all state guidelines; Provided opportunities for teams collaboratively discuss data and instructional strategies.

Standard 4: Reviews data to make instructional changes within the school; Quarterly staff surveys to review and monitor how teachers used resources and areas needing support

Standard 5: Served on district committees to help move the district forward with student and teacher assessments

**A – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE/E/Ni or D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

Amy Crowell M. Jones  
Supervisor's Signature Date Administrator's Signature Date

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE/E/Ni or D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

**C – OVERALL EVALUATION**

**C – OVERALL EVALUATION** (Highly Effective, Effective Performance, Needs Improvement/Developing, Unsatisfactory): **HE/E/Ni or D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

**D – ADMINISTRATOR COMMENTS (Optional)**

Amy Crowell M. Jones  
Supervisor's Signature Date Administrator's Signature Date  
(signature indicates that a copy has been provided to the administrator.)

$$3.79 = 2.68 + 1.11$$

(67% of 4.00)                      (33% of 3.33)

## School Administrator Evaluation System

### High School Principal (Mr. Jones)- Summative Evaluation- Unsatisfactory

#### A. Professional Standards (Instructional Leadership - 67%)

The administrator's supervisor utilized the evidence from the *Administrative Observation Instrument* (see Appendix B) and the administrator's reflection tool to give a rating for each standard. Mr. Jones received the following in each of the 5 standards.

Standard 1:	HE(4)	E(3)	NI(2)	U(1)
Standard 2:	HE(4)	E(3)	NI(2)	U(1)
Standard 3:	HE(4)	E(3)	NI(2)	U(1)
Standard 4:	HE(4)	E(3)	NI(2)	U(1)
Standard 5:	HE(4)	E(3)	NI(2)	U(1)

So, when averaged, his Instructional Leadership Rating on his Summative Evaluation was "Unsatisfactory".  $(2+1+2+1+1) / 5 \text{ Standards} = 1.4 \text{ (Unsatisfactory)}$

**CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT**

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: **Mr. M. Jones** Date: **6/27/2019**

School/Department: **ABC High School** Position: **Principal**

**A - PROFESSIONAL STANDARDS**

COMMENTS: (In this section, note highly effective, effective indicators and/or area(s) of development. Any area(s) designated as unsatisfactory must be noted specifically.)

**Mr. Jones is unsatisfactory in three of the five professional standards (2, 4, 5) and needs improvement in two of the standards (1 & 3)**

**Evidence:**

**Standard 1:** PTO member

**Standard 2:** Did not attend professional development or assist in school-wide book study

**Standard 3:** Assisted with master schedule

**Standard 4:** Reliant on district staff to interpret data; instructional decisions did not alter due to progress monitoring data

**Standard 5:** Not observed

A - EVALUATION RATING (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **U**

First 3 years of employment = Developing/4+ years = Needs Improvement

#### B. Student Learning Growth/Achievement Data (Data Source- 33%)

In 2018-19, his high school's instructional staff's data source ratings were averaged together to calculate the one-year School-wide Rating of 1.30 (Unsatisfactory).

	Course(s) Taught	Data Source Assessment	Growth Model	Data Source Rating
Teacher 1	English 1	FSA ELA	Model B1	1.00 (U)
Teacher 2	Pre-Calculus; Algebra 1	End-of-Term Assessment; FSA Algebra EOC	Models D & C	2.12 (NI)
Teacher 3	Band; Chorus	End-of-Term Assessment	Model D	3.55 (HE)
Teacher 4	US History; World History	US History EOC; End-of-Term Assessment	Models C & D	2.75 (E)
Teacher 5	English 2; English 3	FSA ELA; End-of-Term Assessment	Models B1 & D	1.40 (U)
Teacher 6	Biology; Access Biology	Biology EOC; FSAA Biology EOC	Model C	1.62 (NI)
Teacher 7	Culinary	Industry Certification	Model F	2.95 (E)
All teachers would be continued to be listed...				
<b>School-Wide Data Source Rating</b> <i>(Sum of all teacher data source ratings) / (Total number of teachers)</i>				<b>1.30 (U)</b>

## School Administrator Evaluation System

Then, her 2018-19 rating was averaged with the two previous years' School-wide Ratings from the school(s) Mrs. O'Brian served as an administrator to formulate a 3-year data source rating of 3.33 (Effective).

	ABC Elementary School's School-Wide Rating	3-Year Data Source Rating
Year 3	1.30	<b>1.43 (Unsatisfactory)</b>  <i>(1.30 + 2.00 + 1.00) / 3</i>
Year 2	2.00	
Year 1	1.00	

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **D/U**  
*First 3 years of employment = Developing/4 + years = Needs Improvement*

### C. Overall Summative Evaluation Rating

Mr. Jones' *Overall Evaluation Rating* is "Unsatisfactory".

His supervisor combined the U (1.4) from Instructional Leadership (67%) and the U (1.43) from Student Data (33%) to assign an overall evaluation rating of "Unsatisfactory" (1.41) based on the rating options in the matrix below.

Rating Areas		Range	Overall Rating Options
Instructional Leadership 67%	Student Data 33%		
H	H	3.45-4.00	Highly Effective
H	E	3.12-3.81	Highly Effective, Effective
H	D/NI	2.78-3.48	Highly Effective, Effective
H	U	2.30-3.15	Effective, Needs Improvement
E	H	2.78-3.63	Highly Effective, Effective
E	E	2.45-3.44	Effective
E	D/NI	2.12-3.11	Effective, Needs Improvement
E	U	1.97-2.77	Effective, Needs Improvement
D/NI	H	2.12-2.96	Effective, Needs Improvement
D/NI	E	1.78-2.77	Effective, Needs Improvement
D/NI	D/NI	1.45-2.44	Needs Improvement
D/NI	U	1.30-2.11	Needs Improvement, *Unsatisfactory
U	H	1.82-2.29	Needs Improvement
U	E	1.48-2.11	Needs Improvement
U	D/NI	1.15-1.77	Needs Improvement, *Unsatisfactory
U	U	1.00-1.44	*Unsatisfactory

CITRUS COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE ASSESSMENT

Directions: This summative assessment reflects the administrator's professional growth and demonstrated achievement of meeting or not meeting Citrus County Professional Standards, as well as information on his/her Deliberate Practice Plan and student achievement data. It will be completed and filed in the administrator's personnel file.

Administrator: Mr. M. Jones Position: Principal Date: 6/27/2019

School/Department: ABC High School

**A – PROFESSIONAL STANDARDS**

COMMENT 8: (For this section, note highly effective, effective indicators and/or areas of development. Any area(s) designated as unsatisfactory must be noted specifically.)

**Mr. Jones is unsatisfactory in three of the five professional standards (2, 4, 5) and needs improvement in two of the standards (1 & 3)**

**Evidence:**

Standard 1: PTO member  
 Standard 2: Did not attend professional development or assist in school-wide book study  
 Standard 3: Assisted with master schedule  
 Standard 4: Reliant on district staff to interpret data. Instructional decisions did not alter due to progress monitoring data  
 Standard 5: Not observed

**A – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

Amy Crowell 6/27/2019 M. Jones 6/27/2019  
Supervisor's Signature Date Administrator's Signature Date

**B – STUDENT LEARNING GROWTH/ACHIEVEMENT DATA**

School-wide Rating was used

**B – EVALUATION RATING** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

**C – OVERALL EVALUATION**

**C – OVERALL EVALUATION** (Highly Effective, Effective Performance; Needs Improvement/Developing; Unsatisfactory); HE / E / NI or **D/U**  
First 3 years of employment = Developing/4 + years = Needs Improvement

**D – ADMINISTRATOR COMMENTS (Optional)**

Amy Crowell 9/15/2019 M. Jones 9/15/2019  
Supervisor's Signature Date Administrator's Signature Date  
(signature indicates that a copy has been provided to the administrator.)

$$1.41 = 0.94 + 0.47$$

(67% of 1.4)                      (33% of 1.43)

## School Administrator Evaluation System

### Appendix A – Evaluation Framework Crosswalk

*In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).*

<b>Alignment to the Florida Principal Leadership Standards</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>Domain 1: Student Achievement</b>	
<b>1. Student Learning Results</b>	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Standard 1
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Standard 4
<b>2. Student Learning as a Priority</b>	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	Standard 1
b. Maintains a school climate that supports student engagement in learning;	Standard 1
c. Generates high expectations for learning growth by all students; and,	Standard 1
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Standard 4
<b>Domain 2: Instructional Leadership</b>	
<b>3. Instructional Plan Implementation</b>	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	Standard 2
b. Engages in data analysis for instructional planning and improvement;	Standard 2
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Standard 5
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Standard 2
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Standard 4
<b>4. Faculty Development</b>	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Standard 5
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Standard 4
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Standard 2
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Standard 2

## School Administrator Evaluation System

<b>Alignment to the Florida Principal Leadership Standards</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Standard 2
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Standard 3
<b>5. Learning Environment</b>	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Standard 1
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Standard 1
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Standard 1
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Standard 4
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Standard 4
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Standard 2
<b>Domain 3: Organizational Leadership</b>	
<b>6. Decision Making</b>	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Standard 5
b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;	Standard 5
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Standard 5
d. Empowers others and distributes leadership when appropriate; and,	Standard 5
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Standard 3
<b>7. Leadership Development</b>	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	Standard 5
b. Provides evidence of delegation and trust in subordinate leaders;	Standard 5
c. Plans for succession management in key positions;	Standard 5
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Standard 5
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Standard 1
<b>8. School Management</b>	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	Standard 3
b. Establishes appropriate deadlines for him/herself and the entire organization;	Standard 5

## School Administrator Evaluation System

<b>Alignment to the Florida Principal Leadership Standards</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Standard 3
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Standard 5
<b>9. Communication</b>	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Standard 1
b. Recognizes individuals for effective performance;	Standard 5
c. Communicates student expectations and performance information to students, parents, and community;	Standard 1
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Standard 5
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Standard 3
f. Utilizes appropriate technologies for communication and collaboration; and,	Standard 3
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Standard 3
<b>Domain 4: Professional and Ethical Behavior</b>	
<b>10. Professional and Ethical Behavior</b>	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Standard 1
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Standard 1
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Standard 1
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Standard 5
e. Demonstrates willingness to admit error and learn from it; and,	Standard 5
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Standard 4

# School Administrator Evaluation System

## 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.*

<b>CITRUS COUNTY SCHOOLS ADMINISTRATOR OBSERVATION INSTRUMENT</b>			
NAME: _____		SCHOOL: _____	
LEVEL: _____	OBSERVATION DATE/TIME: _____	OBSERVER: _____	
APPROPRIATE RATINGS: HE - Highly Effective    E - Effective    NI - Needs Improvement    U - Unsatisfactory			
<b>CUMULATIVE RATINGS TO DATE</b>			
<b>STANDARD 1:</b> The school administrator is knowledgeable of, supports, promotes, and models the beliefs, shared vision and mission adopted by the Citrus County School District.			
Overall Standard 1 Rating:    HE    E    NI    U			
COMMENT & QUESTION & SUGGESTION & SUPPORTING EVIDENCE:			
<b>STANDARD 2:</b> The school administrator understands and facilitates the design and delivery of knowledge work that meets the needs of students, parents, school system, and community.			
Overall Standard 2 Rating:    HE    E    NI    U			
COMMENT & QUESTION & SUGGESTION & SUPPORTING EVIDENCE:			
<b>STANDARD 3:</b> The school administrator manages the resources of time, people, space, information, materials/finances, and technology in order to enhance the quality of the work provided to students and staff.			
Overall Standard 3 Rating:    HE    E    NI    U			
COMMENT & QUESTION & SUGGESTION & SUPPORTING EVIDENCE:			
<b>STANDARD 4:</b> The school administrator continuously monitors and communicates the extent to which students and staff are engaging in the work, persisting in the work, and experiencing satisfaction in the products of the work, and modifies the work accordingly.			
Overall Standard 4 Rating:    HE    E    NI    U			
COMMENT & QUESTION & SUGGESTION & SUPPORTING EVIDENCE:			
<b>STANDARD 5:</b> The school administrator is a leader of leaders.			
Overall Standard 5 Rating:    HE    E    NI    U			
COMMENT & QUESTION & SUGGESTION & SUPPORTING EVIDENCE:			
Administrator's Signature: _____		Date: _____	
Supervisor's Signature: _____		Date: _____	

# School Administrator Evaluation System

## Citrus County Schools Administrator Standards and Florida Principal Leadership Indicators Rubric

**Standard 1: The school administrator is knowledgeable of, supports, promotes and models the beliefs, shared vision and mission adopted by the Citrus County School District.**

The School Administrator.....

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1.2.A Enables faculty and staff to work as a system focused on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.B Maintains a school climate that supports student engagement in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.C Generates high expectations for learning growth by all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.A Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.B Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.C Promotes school and classroom practices that validate and value similarities and differences among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.E Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9.A Actively listens to and learns from students, staff, parents, and community stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9.C Communicates student expectations and performance information to students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10.A Adheres to the 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10.B Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10.C Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope of proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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**Standard 2: The school administrator understands and facilitates the design and delivery of knowledge work that meets the needs of students, parents, school system, and community.**

The School Administrator.....

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1.1.A Develops the school's learning goals based on the states adopted student academic standards and the districts adopted curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.A Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.D Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.A Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.E Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.F Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope of proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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**Standard 3: The school administrator manages the resources of time, people, space, information, materials/finances, and technology in order to enhance the quality of the work provided to students and staff.**

The School Administrator.....

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
2.4.C Employs a faculty with the instructional proficiencies needed for the school population served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.D Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.F Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.E Uses effective technology integration to enhance decision making and efficiency throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8.A Organizes time, tasks and projects effectively with clear objectives and coherent plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8.B Establishes appropriate deadlines for him/herself and the entire organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8.C Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8.D Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9.E Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9.F Utilizes appropriate technologies for communication and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9.G Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope of proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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# School Administrator Evaluation System

**Standard 4:** The school administrator continuously monitors and communicates the extent to which students and staff are engaging in the work, persisting in the work, and experiencing satisfaction in the products of the work, and modifies the work accordingly.

**The School Administrator**

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>1.1.B</b> Analyzes student learning results which are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2.D</b> Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3.B</b> Engages in data analysis for instructional planning and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3.C</b> Communicates the relationships among academic standards, effective instruction, and student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3.E</b> Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.4.B</b> Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5.D</b> Provides recurring monitoring and feedback on the quality of the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5.E</b> Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.10.F</b> Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations,	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope of proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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**Standard 5:** The school administrator is a leader of leaders.

**The School Administrator.....**

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>3.6.A</b> Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6.B</b> Uses critical thinking and problem solving techniques to define problems and identify solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6.C</b> Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6.D</b> Empowers others and distributes leadership when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7.A</b> Identifies and cultivates potential and emerging leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7.B</b> Provides evidence of delegation and trust in subordinate leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7.C</b> Plans for succession management in key positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7.D</b> Promotes teacher—leadership functions focused on instructional proficiency and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.9.B</b> Recognizes individuals for effective performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.9.D</b> Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.10.D</b> Engages in professional learning that improves professional practice in alignment with the needs of the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.10.E</b> Demonstrates willingness to admit error and learn from it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations,	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope of proficiency	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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# School Administrator Evaluation System

## Appendix C – Student Performance Measures

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

School administrators’ Student Performance Measures are comprised of the schools’ instructional staff’s data source ratings. The instructional staff’s data source ratings are based on state and/or district assessments and calculated with the district-created models. These ratings are averaged together to formulate the administrator’s student performance rating as a School-wide Rating.

**MODEL A1:**  
**KINDERGARTEN, 1<sup>ST</sup>, 2<sup>ND</sup>**  
**THIS MODEL IS FOR BRICK & MORTAR TEACHERS ONLY. (K-2 CITRUS VIRTUAL TEACHERS, PLEASE SEE MODEL A1-V)**

**Courses linked to Model A1: ELA and Math**

Student performance is based on the percent of students meeting their expected outcome on the end of year ELA Citrus Assessment and Math Citrus Assessment.

**PRE-MEASURE:**  
 i-Ready Diagnostic ELA and Math (Fall 2020)

Pre-Measure <small>(Student's Fall iReady Diagnostic National Percentile Rank)</small>	Expected Outcome <small>(End-of-Year Citrus Assessment)</small>	Percent of Students Meeting the Expected Outcome on Spring 2021 Citrus Assessment			
		HE	E	N/D	U
1 <sup>st</sup> – 24 <sup>th</sup>	40% or above	80-100	70-79	60-69	0-59
25 <sup>th</sup> – 49 <sup>th</sup>	50% or above				
50 <sup>th</sup> – 74 <sup>th</sup>	60% or above				
75 <sup>th</sup> – 100 <sup>th</sup>	70% or above				

**ELA will be calculated separately from the Math calculation. They will then be combined and weighted by number of students.**

**MODEL A1-V:**  
**KINDERGARTEN, 1<sup>ST</sup>, 2<sup>ND</sup>**  
**THIS MODEL IS FOR K-2 CITRUS VIRTUAL TEACHERS ONLY. .**

**Courses linked to Model A1-V: ELA and Math**

Performance is based on students' progress toward their individual annual typical growth set forth by iReady's diagnostic program, as customized for each student based on student's overall placement after the Fall Diagnostic.

Typical growth is the average annual growth for a student at his or her grade and placement level.

After the Spring Diagnostic, points will be given to each student based on the student's "Progress Toward Annual Typical Growth."

Student's Progress To Annual Typical Growth According to Spring Diagnostic	Points
100%+ (Meets or exceeds Typical Growth)	4
55% - 99%	3
40% - 54%	2
Less than 40%	1

**ELA will be calculated separately from the Math calculation. They will then be combined and weighted by number of students.**

The teacher's rating will be based on the average of points.	
Rating	Average of Points
Highly Effective	3.00 – 4.00
Effective	2.00 – 2.99
Needs Improvement/Developing	1.00 – 1.99
Unsatisfactory	0 – 0.99

# School Administrator Evaluation System

## MODEL A2: 3<sup>RD</sup> & 4<sup>TH</sup> GRADE

**Courses linked to Model A2:** 3<sup>rd</sup> and 4<sup>th</sup> Grade ELA & Math

Student performance is based on the percent of students scoring satisfactory on the end of year FSA ELA, FSAA ELA, FSA Math and/or FSAA Math.

**PRE-MEASURE:**  
iReady Fall Diagnostic

PRE-MEASURE National Percentile Class Average on Fall iReady Diagnostic	RATING Percent of Students Scoring Satisfactory on Spring 2021 FSA or FSAA (Level 3 or state mean-whichever is less)			
	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Top Quartile	60 – 100	50 – 59	35 – 49	0 – 34
50 <sup>th</sup> to 74 <sup>th</sup> Quartile	50 – 100	40 – 49	25 – 39	0 – 24
26 <sup>th</sup> to 49 <sup>th</sup> Quartile	30 – 100	20 – 29	15 – 19	0 – 14
Bottom Quartile	20 – 100	10 – 19	5 – 9	0 – 4

ELA will be calculated separately from the Math calculation. They will then be combined and weighted by number of students.

## MODEL B1:

FSA ELA (grades 5-10) & FSA Mathematics (grades 5-8)

Student performance is calculated by comparing a previous year's FSA score to the current year's FSA score for matched students assigned to the teacher in ELA and/or Mathematics.

\*Due to the Spring 2020 state-testing cancellation, growth will be based on the student's 2019 scale score and 2021 scale score (2-year gain).

**Courses linked to Model B1:**

- ELA (grades 5-10)
- English (grades 9-10)
- Reading (grades 6-8)
- Mathematics (grades 5-8)
- Pre-Algebra

**Student shows growth by ONE of the following:**

- Increase of achievement level
- Maintain a level 3
- Maintain a level 4
- Maintain a level 5
- If maintaining a level 1 or 2, the student must improve from one subcategory to a higher subcategory within the level (Learning Gains for Level 1 and 2 are on next slide)
- Meet predicted score formulated by State-Model (Factors: attendance, ED, SWD, previous scores)

Rating	Percent of students showing growth
Highly Effective	65 - 100
Effective	50 - 64
Needs Improvement/Developing	35 - 49
Unsatisfactory	0 - 34

ELA will be calculated separately from the Math calculation. They will then be combined and weighted by number of students.

## MODEL B1 (continued):

FSA ELA (grades 5-10) & FSA Mathematics (grades 5-8)

If maintaining a level 1 or 2, the student must improve from one subcategory to a higher subcategory within the level to show growth.

\*This slide pertains specifically to students that do NOT have a disability. The next slide pertains to gains needed for students who DO have a disability.

**Learning Gain Examples:**

- **FSA ELA Example:** A 5<sup>th</sup> grader's previous 3<sup>rd</sup> grade ELA FSA scale score was 250 (Low Level 1). The student would need to score at least a 273 (Middle Level 1) on the 5<sup>th</sup> grade ELA FSA.

- **FSA Math Example:** An 8<sup>th</sup> grader's previous 6<sup>th</sup> grade FSA Math scale score was 315 (Low Level 2). The student would need to score at least a 330 (High Level 2) on the 8<sup>th</sup> grade Math FSA.

ELA	Level 1 (3 subcategories)			Level 2 (2 subcategories)			Level 3	
	Low	Middle	High	Low	High			
Grade 3	240-284	240-254	253-269	270-284	285-299	285-292	293-299	300-314
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	326-325	326-338
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361
MATH	Low	Middle	High	Low	High			
Grade 3	240-284	240-254	253-269	270-284	285-296	285-290	291-296	297-310
Grade 4	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324
Grade 5	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333
Grade 6	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338
Grade 7	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352

### MODEL B1-SWD (continued):

\*This slide pertains specifically to students WITH a disability (SWD) who take the FSA ELA or FSA Math.

#### FSA ELA (grades 5-10) & FSA Mathematics (grades 5-8)

If a student with a disability (SWD) maintains a Level 1 or 2 on the FSA ELA or FSA Math, the student must improve from one subcategory to a higher subcategory within the level to show growth. To provide more opportunities for learning gains for students with disabilities, Level 1 and Level 2 ranges were separated into additional subcategories.

**Learning Gain Examples:**

- **FSA ELA Example:** A 5<sup>th</sup> grader's previous 3<sup>rd</sup> grade ELA FSA scale score was 245 (Lowest Level 1). The student would need to score at least a 268 (Low Level 1) on the 5<sup>th</sup> grade ELA FSA.
- **FSA Math Example:** An 8<sup>th</sup> grader's previous 6<sup>th</sup> grade Math FSA scale score was 318 (Middle Level 2). The student would need to score at least a 332 (Medium Level 2) on the 8<sup>th</sup> grade Math FSA.

ELA	Level 1 (4 subcategories)					Level 2 (3 subcategories)				Level 3
		Lowest	Low	Middle	High		Low	Middle	High	
Grade 3	240-284	240-250	251-261	262-272	273-284	285-299	285-289	290-294	295-299	300-314
Grade 4	251-296	251-261	262-272	273-284	285-296	297-310	297-300	301-305	306-310	311-324
Grade 5	257-303	257-267	268-279	280-291	292-303	304-320	304-308	309-314	315-320	321-335
Grade 6	259-308	259-270	271-282	283-295	296-308	309-325	309-313	314-319	320-325	326-338
Grade 7	267-317	267-278	279-291	292-304	305-317	318-332	318-322	323-327	328-332	333-345
Grade 8	274-321	274-285	286-297	298-309	310-321	322-336	322-326	327-331	332-336	337-351
Grade 9	276-327	276-288	289-301	302-314	315-327	328-342	328-332	333-337	338-342	343-354
Grade 10	284-333	284-295	296-307	308-320	321-333	334-349	334-338	339-343	344-349	350-361
<b>MATH</b>		Lowest	Low	Middle	High		Low	Middle	High	
Grade 3	240-284	240-250	251-261	262-272	273-284	285-296	285-288	289-292	293-296	297-310
Grade 4	251-296	251-262	263-274	275-286	287-298	299-309	299-301	302-305	306-309	310-324
Grade 5	256-305	256-267	268-279	280-292	293-305	306-319	306-309	310-314	315-319	320-333
Grade 6	260-309	260-271	272-283	284-296	297-309	310-324	310-314	315-319	320-324	325-338
Grade 7	269-315	269-279	280-291	292-303	304-315	316-329	316-319	320-324	325-329	330-345
Grade 8	273-321	273-284	285-296	297-308	309-321	322-336	322-326	327-331	332-336	337-352

### MODEL B2:

#### FSAA ELA (grades 5-11) & FSAA Mathematics (grades 5-8)

Student performance is calculated by comparing a previous year's FSAA score to the current year's FSAA score for matched students assigned to the teacher in Access ELA and/or Access Mathematics.

\*Due to the Spring 2020 state-testing cancellation, growth will be based on the student's 2019 scale score and 2021 scale score (2-year gain).

**Courses linked to Model B2:**

- Access ELA (grades 5-11)
- Access Mathematics (grades 5-8)

**Student shows growth by ONE of the following:**

- Increase of achievement level
- Maintain a level 3
- Maintain a level 4
- If maintaining a level 1 or 2, the student must improve from one subcategory to a higher subcategory within the level
  - Learning Gains for Level 1 and 2 are on next slide

Rating	Percent of students showing growth
Highly Effective	65 - 100
Effective	50 - 64
Needs Improvement/Developing	35 - 49
Unsatisfactory	0 - 34

### Model B2 (continued):

#### FSAA ELA (grades 5-11) & FSAA Mathematics (grades 5-8)

If maintaining a level 1 or 2, the student must improve from one subcategory to a higher subcategory within the level to show growth.

**Learning Gain Examples:**

- **FSAA ELA Example:** A 5<sup>th</sup> grader's previous 3<sup>rd</sup> grade FSAA ELA scale score was 550 (Low Level 1). The student would need to score at least a 555 (Middle Level 1) on the 5<sup>th</sup> grade ELA FSAA.
- **FSAA Math Example:** A 7<sup>th</sup> grader's previous 5<sup>th</sup> grade FSAA Math scale score was 590 (Low Level 2). The student would need to score at least a 594 (High Level 2) on the 7<sup>th</sup> grade Math FSAA.

Assessment	Level 1				Level 2			Level 3	Level 4
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	
Grade 3	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	618-660
Grade 4	540-581	540-553	554-567	568-581	582-596	582-589	590-596	597-617	618-660
Grade 5	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	618-660
Grade 6	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	618-660
Grade 7	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	618-660
Grade 8	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-613	614-660
Grade 9	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-619	620-660
Grade 10	540-583	540-554	555-569	570-583	584-597	584-590	591-597	598-616	617-660

Assessment	Level 1				Level 2			Level 3	Level 4
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	
Grade 3	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	617-660
Grade 4	540-586	540-555	556-571	572-586	587-598	587-592	593-598	599-617	618-660
Grade 5	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	617-660
Grade 6	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	617-660
Grade 7	540-586	540-555	556-571	572-586	587-599	587-593	594-599	600-616	617-660
Grade 8	540-585	540-555	556-570	571-585	586-597	586-591	592-597	598-614	615-660

\*Note- There may be incidents where a student's minimum FSAA score needed to show growth remains the same as the score he/she had previously. This is due to the scale scores set by the FDOE.

## MODEL C:

### FSA/FSAA EOCS- ALGEBRA, GEOMETRY, CIVICS, BIOLOGY, US HISTORY, SCIENCE-GRADES 5 & 8

Student performance is based on the percent of students scoring satisfactory (level 3 or the state average level- whichever one is less) on the end of course state assessment.

**PRE-MEASURE:** The students' previous FSA or FSAA scores will adjust the range for each rating area. The previous FSA/FSAA ELA class average is used for the pre-measure for all social studies and science courses. The previous FSA/FSAA Math class average is used for the pre-measure for Algebra and Geometry courses.

**Courses linked to Model C (includes Honors and Access courses):**

- Science Gr. 5 & Science Gr. 8
- Algebra 1 & Algebra 1b
- Geometry
- Biology
- US History
- Civics

Pre-Measure <small>(Average Class Achievement Level on Previous FSA/FSAA assessment)</small>		Rating: Percent Satisfactory on Spring 2021 EOC Assessment <small>(Level 3 or state average achievement level- whichever is less)</small>			
FSA	FSAA	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
4.0-5.00	3.45-4.00	80 – 100	60 – 79	45 – 59	0 – 44
3.0-3.99	2.45-3.44	70 – 100	50 – 69	35 – 49	0 – 34
2.0-2.99	1.45-2.44	40 – 100	20 – 39	15 – 19	0 – 14
1.0-1.99	1.0-1.44	30 – 100	10 – 29	5 – 9	0 – 4

## MODEL D:

### END-OF-TERM TESTS (EOTS)/SEGMENT EXAMS DISTRICT-CREATED OR TEACHER-CREATED

Student performance is based on the percent of students scoring an expected outcome on the EOT or Segment Exam. The student's previous FSA or FSAA score serves as the pre-measure and adjusts the outcome needed on the current year's EOT or Segment Exam. The previous ELA achievement level is used for the pre-measure for ELA, social studies, and science-related courses. The previous Mathematics or Algebra achievement level is used for the pre-measure for math-related courses.

EOTs are either *district-created* (created by team of teachers and aligned to standards), *teacher-created* (created by individual teacher, aligned to standards, and submitted to school administration for approval), or *Segment Exams* (created by FLVS).

**Courses linked to Model D: Non state-tested courses in middle and high schools, including AP & IB courses**  
*(see following slide for list of courses)*

Pre-Measure <small>(Student's Achievement Level on previous FSA exam)</small>	Student's Expected Outcome	Percent of Students Scoring the Expected Outcome on 2020-21 EOTs or Segment Exams			
		HE	E	N/D	U
1	45% or above on EOT	80-100	70-79	60-69	0-59
2	50% or above on EOT				
3	55% or above on EOT				
4	60% or above on EOT				
5	65% or above on EOT				

## MODEL D: (VIRTUAL) SEGMENT EXAMS OR EOTS

Student performance is based on the percent of students scoring an expected outcome on the Segment Exam. The student's previous FSA score serves as the pre-measure and adjusts the outcome needed on the current year's Segment Exam. The previous ELA achievement level is used for the pre-measure for ELA, social studies, and science-related courses. The previous Mathematics or Algebra achievement level is used for the pre-measure for math-related courses.

Virtual Segment Exams are created by FLVS and administered at the end of each semester.

**Courses linked to Model D: All non state-tested courses in middle and high schools**

Pre-Measure <small>(Student's Achievement Level on previous FSA exam)</small>	Student's Expected Outcome	Percent of Students Scoring the Expected Outcome on 2020-21 Segment Exams			
		HE	E	N/D	U
1	45% or above on EOT	80-100	70-79	60-69	0-59
2	50% or above on EOT				
3	55% or above on EOT				
4	60% or above on EOT				
5	65% or above on EOT				

## MODEL E: ELEMENTARY SPECIAL AREAS

Student performance is based on the percent of students meeting their expected outcome on the end of year Art, Music, or PE Citrus Assessment.

### Courses linked to Model E:

- 2<sup>nd</sup> Grade Art
  - Virtual 3-5 teacher will assess one grade level between 3rd-5th
- 2<sup>nd</sup> Grade Music
- 2<sup>nd</sup> Grade PE

### Pre-Measure:

In order to differentiate the expectations of student performance on the end-of-year Art, Music, and PE Citrus Assessments, a pre-measure is applied. The pre-measure measures the OVERALL ACADEMIC READINESS of students at the beginning of the school year. The student's Fall iReady ELA Diagnostic National Percentile score will serve as the student pre-measure for Model E.

Pre-Measure <i>(Student's Fall iReady Diagnostic National Percentile Rank)</i>	Expected Outcome <i>(Student's End-of-Year Art, Music, PE Citrus Assessment)</i>	Percent of Students Meeting the Expected Outcome on End-of-Year Art, Music, or PE Citrus Assessment			
		HE	E	N/D	U
1 <sup>st</sup> – 33 <sup>rd</sup>	60% or above				
34 <sup>th</sup> – 66 <sup>th</sup>	70% or above	80-100	70-79	60-69	0-59
67 <sup>th</sup> – 100 <sup>th</sup>	80% or above				

## MODEL F: INDUSTRY CERTIFICATION (MIDDLE/HIGH SCHOOL)

Pre-Measure <i>(Average Class Achievement Level on Most Recent FSA ELA or FSA Math/Algebra)</i>	Rating: Percent Passing Industry Certification Test			
	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.0-1.99	30 - 100	10 - 29	5 - 9	0 - 4
2.0-2.99	40 - 100	20 - 39	15 - 19	0 - 14
3.0-3.99	50 - 100	30 - 49	20 - 29	0 - 19
4.0-5.00	60 - 100	40 - 59	25 - 39	0 - 24

\*If 50% or more of students are not IC tested, then the End-of-Term Test will serve as the teacher's data source for evaluation purposes and Model D will be used.

## MODEL G: INDUSTRY CERTIFICATION: PROFICIENCY TARGET (WTC)

Rating: Percent Passing Industry Certification Test			
Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
50 - 100	30 - 49	20 - 29	0 - 19

## MODEL H1 (CREST): GPS, DP3, EMPLOYABILITY CHECKLIST

Growth is calculated by comparing the pre and post data of matched students assigned to the teacher.

### Courses linked to Model H1:

-CREST K-12 Access courses (GPS, DP3, Employability Checklist)

Rating	Percent of students showing growth
Highly Effective	80 - 100
Effective	60 - 79
Needs Improvement/Developing	40 - 59
Unsatisfactory	0 - 39

### Student shows growth by:

- Showing an increase in at least one component of one of the following assessments:
  - GPS
  - DP3
  - Employability Checklist

## MODEL H2 (PRIVATE SCHOOLS): SAT-10 OR MAPS

Growth is calculated by comparing the pre and post data of matched students assigned to the teacher.

### Courses linked to Model H2:

-Private School Courses

Rating	Percent of students showing growth
Highly Effective	80 - 100
Effective	60 - 79
Needs Improvement/Developing	40 - 59
Unsatisfactory	0 - 39

### Student shows growth by:

- Increase at least one percentile ranking from pre to post test
- or
- Scored above the 80<sup>th</sup> percentile ranking on the post test

## MODEL I: PRE-K/VPK

Growth is calculated by comparing the pre and post VPK Assessment data for each component of matched students assigned to the teacher. Each student would have the potential of showing growth in four components.

	Print Knowledge	Phonological Awareness	Oral Language / Vocabulary	Mathematics
<b>Students can show growth in <u>two</u> ways:</b>	Score at or above 80% on post-test			
	<b>OR</b>			
	Match or exceed state average improvement on post-test			
	Increase 33%	Increase 29%	Increase 27%	Increase 33%

Rating	Percent of components where students showed growth
Highly Effective	80 - 100
Effective	65 - 79
Needs Improvement/Developing	45 - 64
Unsatisfactory	0 - 44



