

School District of Hamilton County

School Administrator Evaluation System



School Administrator Evaluation System

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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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 purpose of the Hamilton County School District Administrative Evaluation System is to establish frameworks for assessing the performance of school administrators and supervisory personnel while increasing overall student learning through effective instructional and administrative strategies. Elements within the administrative evaluation system are based upon Florida's Educational Leadership Standards (FELS). Evaluation components include:

- Professional and ethical norms;
- Vision and mission;
- School operations, management, and safety;
- Student learning and continuous school improvement;
- Learning environment;
- Recruitment and professional learning;
- Building leadership expertise;
- Meaningful parent, family, and community engagement.

The School Administrator Evaluation System was designed to enhance organizational quality, ensure self-esteem, promote professional development, and increase student achievement. This system specifically focuses on the organizational purpose as well as the individual aspirations of administrative staff. The guidelines can be summarized as follows:

- Fairness, equity, and legal soundness;
- Allocation of time for supervisors to plan, coach, and counsel individuals;
- Established procedures for the collection, retrieval, and use of data to provide feedback to an individual, a team, and the system;
- Data-based personnel decisions including rewarding and recognizing high performance;
- Focus on student achievement and establishing high expectations;
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site;
- Growth of the individual and the continuous improvement of the organization;
- Annual assessment based on the experience and performance of the individual;
- Orientation on the system and skill development in observing, mentoring, coaching, and counseling for those impacted by the appraisal system.
- Two levels of appraisal:
 - a. Documentation of generic competencies in the early stages of a position;
 - b. Development in the later stages of the same position.

This evaluation system consists of multiple dimensions aimed at promoting continuous school improvement. The first dimension spans the length of a person's career and is designed to provide growth and development while supporting increased performance. The results/outcome component is a systems approach to providing organizational growth. These outcomes are influenced by the employee interacting with special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

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- School Improvement Plans;
- Organizational beliefs, mission, and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;
- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;
- A design model that provides for quantity, quality, cost effectiveness and timelines, and which may be performed within an appropriate span of control;
- The concept that data should be collected from a variety of sources;
- Current research and best practices to include Florida's Educational Leadership Standards.

Part II: Evaluation System Requirements

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

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

- The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data 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.:

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- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - 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
Assistant Principals	Within the first two weeks of school	Meetings, In-service Trainings
Principals	Within the first two weeks of school	Meetings, In-service Trainings

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Evidence will be collected during quarterly classroom observations aimed at assessing high quality standards-aligned learning environments; Monthly meetings will be used to assess FELS demonstration and to identify areas of strength and areas in need of support through state and local progress monitoring data analysis; Fall and Spring climate surveys will be administered to evaluate staff and community stakeholder concerns and perceptions.	Formative Observations, Meeting Notes, Data Analysis, Climate Surveys, Assistant Principal Observation Tool
Principals	Evidence will be collected during quarterly classroom observations aimed at assessing high quality standards-aligned learning environments; Monthly meetings will be used to assess FELS demonstration and to identify areas of strength and areas in need of support through state and local progress monitoring data analysis; Fall and Spring climate surveys will be administered to evaluate staff and community stakeholder concerns and perceptions.	Formative Observations, Meeting Notes, Data Analysis, Climate Surveys, Principal Observation Tool

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Spring	Within 10 days of the observation
Principals	1	Spring	Within 10 days of the observation

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 Hamilton County, instructional leadership accounts for **66.7%** of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.
 - Instructional Leadership Performance:
 - The supervisor and employee will collect data regarding each Educational Leadership Standard.
 - Data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. Ratings will be based on a combination of direct and indirect documentation.
 - Direct Documentation - Written material that follows a direct line of communication between the employee and the supervisor such as:
 - School Improvement Plans
 - Student Assessment Results
 - Cognia Accreditation Reports
 - School Climate Surveys
 - Job Duty Performance
 - School Performance Grade
 - Indirect Documentation- Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.
 - Training Programs Competency Acquisition - Verified acquisition of specific competencies obtained through designated training programs within Hamilton County through the master in-service plan.
 - Evaluatee Provided - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.
 - Confirmed Observation - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.
 - Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

Florida's Educational Leadership Standards Alignment

Professional and Ethical Norms	<ul style="list-style-type: none">• Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.
Vision and Mission	<ul style="list-style-type: none">• Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.
School Operations, Management and Safety	<ul style="list-style-type: none">• Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.
Student Learning and Continuous School Improvement	<ul style="list-style-type: none">• Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.
Learning Environment	<ul style="list-style-type: none">• Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.
Recruitment and Professional Learning	<ul style="list-style-type: none">• Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.
Building Leadership Expertise	<ul style="list-style-type: none">• Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.
Meaningful Parent, Family and Community Engagement	<ul style="list-style-type: none">• Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

All School Administrators:

a) Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school and governing board policies.

b) Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.

c) Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.

d) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources and all other aspects of leadership set forth in this rule.

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.

Assistant Principals:

School Principals:

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a) Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	a) Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.
b) Collaborate in the collection, analysis and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	b) Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.
c) Collaborate, support and model the development and implementation of a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.	c) Collaborate to develop, implement and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.
d) Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	d) Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.
e) Recognize individuals for contributions toward the school vision and mission.	e) Recognize individuals for contributions toward the school vision and mission.

Standard 3: School Operations, Management and Safety

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

Assistant Principals:

School Principals:

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<p>a) Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.</p>	<p>a) Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.</p>
<p>b) Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs.</p>	<p>b) Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs.</p>
<p>c) Organize time, tasks and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning.</p>	<p>c) Organize time, tasks and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning.</p>
<p>d) Collaborate with school leaders to utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.</p>	<p>d) Utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.</p>
<p>e) Utilize best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders.</p>	<p>e) Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.</p>
<p>f) Inform the school community of current local, state and federal laws, regulations and best practices to promote the safety, success and well-being of all students and adults.</p>	<p>f) Inform the school community of current local, state and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.</p>

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<p>g) Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>	<p>g) Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>
<p>h) Develop and maintain effective relationships with the district office and governing board.</p>	<p>h) Develop and maintain effective relationships with the district office and governing board.</p>
<p>i) Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.</p>	<p>i) Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.</p>
<p>j) Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.</p>	<p>j) Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.</p>
<p>k) Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.</p>	<p>k) Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.</p>
<p>l) Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.</p>	<p>l) Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.</p>

Standard 4: Student Learning and Continuous School Improvement

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

Assistant Principals:	School Principals:
a) Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.	a) Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.
b) Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan.	b) Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan.
c) Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration and enrichment plan focused on learning.	c) Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.
d) Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	d) Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.
e) Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and	e) Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and

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provide coaching to improve student learning.	growth on local, statewide and other applicable assessments as stipulated in Section 1008.22, F.S.
f) Support and openly communicate the need for, process for and outcomes of improvement efforts.	f) Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.
g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

Standard 5: Learning Environment

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

Assistant Principals:	School Principals:
a) Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.	a) Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
b) Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	b) Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.

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c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills.	c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills.
d) Support instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	d) Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning

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

Assistant Principals:	School Principals:
a) Assist with hiring, developing, supporting and retaining diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	a) Recruit, hire, develop, support and retain diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
c) Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use	c) Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data

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of instructional technology and data analysis for instructional planning and improvement.	analysis for instructional planning and improvement.
d) Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	d) Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
e) Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	e) Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.
f) Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.	f) Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.
g) Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	g) Monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
h) Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	h) Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.

<p>i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.</p>	<p>i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.</p>
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<p>Standard 7: Building Leadership Expertise</p>	
<p>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.</p>	
<p>Assistant Principals:</p>	<p>School Principals:</p>
<p>a) Develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.</p>	<p>a) Develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.</p>
<p>b) Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.</p>	<p>b) Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.</p>
<p>c) Develop capacity in teacher leaders and hold them accountable.</p>	<p>c) Develop capacity by delegating tasks to other school leaders and holding them accountable.</p>
<p>d) Plan for and provide opportunities for mentoring new personnel.</p>	<p>d) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.</p>

Standard 8: Meaningful Parent, Family and Community Engagement

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

All School Administrators:

- a) Understand, value, and employ the community’s cultural, social, and intellectual context and resources.
- b) Model and advocate for respectful communication practices between school leaders, parents, students and other stakeholders.
- c) Maintain high visibility and accessibility, and actively listen and respond to parents, students and other stakeholders.
- d) Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.
- e) Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.

Rating Scale Definitions:

Highly Effective

- Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment.

Effective

- Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/ Developing

- Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory

- Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hamilton 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 performance standards for differentiating performance. **(Not Applicable)**

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 Hamilton County, performance of students' accounts for **33.3%** of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Student Growth Measures

- School administrators will implement the student learning growth measure as **33.3%** of their evaluation including those with less than three years of student growth data. The following assessment measures will be utilized by the Hamilton County School District to calculate student growth. These testing instruments are identified in the student performance matrices which follow. The student performance rate is based on the school administrator's current assignment.
- The Student Growth and Achievement score will be established via team-wide, school-wide, or district-wide/ statewide standardized assessments in Reading, Math, and EOC assessments depending on services rendered.
- The Hamilton County School District will allow the School-Based Administrator to determine student performance measures and calculations (not to be less than 1/3 of the evaluation) as approved by the direct supervisor and Director of Teaching and Learning Services.
- School administrators will have the student learning growth portion of the evaluation calculated based on a district developed matrix identifying local/state assessments and weighting.
- In the event that an agreement between school administrators cannot be made, the direct supervisor and/or the Director of Teaching and Learning Services shall make the final

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determination in the achievement objectives and weights (percentages) of each assessment measure in regard to the student performance component of the administrative evaluations.

- To count toward an administrator’s growth measure, a student must be on the course roster for both the October and February FTE periods.
- Specific Student Performance Measures are listed in Appendix C.

Student Performance Matrix School-Based Administrators PK – 5th Grade

School-Based Administrator: _____ School Year: _____

School: _____ Supervisor: _____

Student Performance Indicators: Pre-K – 5 th Grades	Category Weight	Student Performance Rate	Total Points
<input type="checkbox"/> FAST: STAR (Proficiency/Learning Gains) _____ Combined Reading or Early Literacy and Math _____ Reading or Early Literacy _____ Math			
<input type="checkbox"/> FAST: Cambium (Proficiency/Learning Gains) _____ Combined ELA and Math _____ ELA _____ Math			
<input type="checkbox"/> Florida Statewide Science Assessment			
<input type="checkbox"/> Florida Alternate Assessment			
<input type="checkbox"/> School-wide VAM			
<input type="checkbox"/> Other			
Total Points			

Category weights must equal 100%

I understand the student performance data that will be used in the calculation of my evaluation.

Administrator Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Score for Student Growth and Achievement:

Category weights will be negotiated by the school administration and supervisor based on current assignment.

School Administrator Evaluation System

Student Performance Matrix School-Based Administrators 6th – 12th Grade

School-Based Administrator: _____ School Year: _____

School: _____ Supervisor: _____

Student Performance Indicators: 6 th – 12 th Grades	Category Weight	Student performance rate	Total Points
<input type="checkbox"/> Graduation Requirement: ___ Reading ___ Math (For students in grades 11 and 12 who begin the year not having met this goal.)			
<input type="checkbox"/> Florida Alternate Assessment			
<input type="checkbox"/> Florida Statewide Science Assessment – Grade 8			
<input type="checkbox"/> Industry Certifications			
<input type="checkbox"/> AP Exam - Level 2 and above			
<input type="checkbox"/> EOC Proficiency			
<input type="checkbox"/> FAST: Cambium (Proficiency/Learning Gains) ___ Combined ELA and Math ___ ELA ___ Math			
<input type="checkbox"/> School-wide VAM			
<input type="checkbox"/> Other			
Total Points			

Category weights must equal 100%

I understand the student performance data that will be used in the calculation of my evaluation.

Administrator Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Score for Student Growth and Achievement:

Category weights will be negotiated by the school administration and supervisor based on current assignment.

Student Growth Rating System

Domain 9: Student Growth	Points Possible
HE 75-100% of growth target is met	200
E 51-74% of growth target is met	
NI 26-50% of growth target is met	
U 25% or less of growth target is met	

Regardless of which method is used to determine a school administrator’s performance score, the score will be given a rating of one of the following: Highly Effective, Effective, Needs Improvement, or Unsatisfactory. Once this determination has been made, the following chart will be used to assign an exact point value to the performance score:

Performance Score Point Value	
HE	200
E	186
NI	150
U	74

School Administrator Evaluation System

Determine the number of points received by the Student Growth domain.

Domain	Rating	Max Points	Points Earned
Domain 9: Student Growth		200	

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Evaluation Summary

Domain	Rating	Max Points	Points Earned	Percentage Summary
Domain 1: Professional and Ethical Norms		30		66.7 % of Evaluation
Domain 2: Mission and Vision		40		
Domain 3: School Operations, Management, and Safety		90		
Domain 4: Student Learning and Continuous School Improvement		60		
Domain 5: Learning environment		30		
Domain 6: Recruitment and professional learning		80		
Domain 7: Building leadership expertise		30		
Domain 8: Meaningful parent, family, and community engagement		40		
Domain 9: Student Growth and Achievement		200		33.3 % of Evaluation
Sum of Total Points				

Overall Rating

Final Evaluation	
HE	561-600
E	451-560
NI	221-450
U	0-220

Principal Observation Sample #1

Hamilton County School District

School Principals

Observation & Data Collection/Analysis Summary

Name: Sample #1	Site:	Year:
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OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	28.5
2. Vision and Mission	38.4
3. School Operations, Management, and Safety	85.5
4. Student Learning and Continuous School Improvement	58.5
5. Learning Environment	28.5
6. Recruitment and Professional Learning	70.4
7. Building Leadership Expertise	28.5
8. Parent, Family, and Community Engagement	38.4
9. Student Growth and Achievement	200
Overall Score	576.7

Overall Score	Unsatisfactory (0-220) <input type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input checked="" type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 9	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation. This evaluation has been discussed with me. YES NO

Principal Observation Sample #2

Hamilton County School District

School Principals

Observation & Data Collection/Analysis Summary

Name: Sample #2	Site:	Year:
------------------------	-------	-------

OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	3.75
2. Vision and Mission	12
3. School Operations, Management, and Safety	22.5
4. Student Learning and Continuous School Improvement	15
5. Learning Environment	7.5
6. Recruitment and Professional Learning	28
7. Building Leadership Expertise	7.5
8. Parent, Family, and Community Engagement	18.4
9. Student Growth and Achievement	74
Overall Score	188.65

Overall Score	Unsatisfactory (0-220) <input checked="" type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 9	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

School Administrator Evaluation System

Appendix A – Evaluation Framework Crosswalks

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

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1(a)
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1(b)
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1(c)
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1(d)
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2(a)
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	2(b)
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2(c)
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2(d)
e. Recognize individuals for contributions toward the school vision and mission.	2(e)
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3(a)
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3(b)

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	3(c)
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3(d)
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3(e)
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3(f)
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3(g)
h. Develop and maintain effective relationships with the district office and governing board;	3(h)
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3(i)
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3(j)
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3(k)
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3(l)
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4(a)
b. Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;	4(b)
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4(c)
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4(d)
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4(e)
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4(f)
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4(g)
5. Learning Environment	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5(a)
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5(b)
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5(c)
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5(d)
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6(a)
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6(b)
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6(c)
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6(d)
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6(e)
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6(f)
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6(g)
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6(h)
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6(i)
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	

School Administrator Evaluation System

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

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1(a)
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1(b)
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1(c)
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1(d)
2. Vision and Mission	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2(a)
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2(b)
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2(c)
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2(d)
e. Recognize individuals for contributions toward the school vision and mission.	2(e)
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3(a)
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	3(b)
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	3(c)
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3(d)
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3(e)
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3(f)
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3(g)
h. Develop and maintain effective relationships with the district office and governing board;	3(h)
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3(i)
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3(j)
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3(k)
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3(l)
4. Student Learning and Continuous School Improvement	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4(a)
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4(b)
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4(c)
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4(d)
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4(e)
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4(f)
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4(g)
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5(a)
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5(b)
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5(c)
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5(d)
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6(a)
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6(b)
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6(c)
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6(d)

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6(e)
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6(f)
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6(g)
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6(h)
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6(i)
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7(a)
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7(b)
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7(c)
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7(d)
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	8(a)
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8(b)
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8(c)
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8(d)
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8(e)

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.

Hamilton County School District School Principals

Observation & Data Collection/Analysis Summary

Name:	Site:	Year:
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OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	
2. Vision and Mission	
3. School Operations, Management, and Safety	
4. Student Learning and Continuous School Improvement	
5. Learning Environment	
6. Recruitment and Professional Learning	
7. Building Leadership Expertise	
8. Parent, Family, and Community Engagement	
9. Student Growth and Achievement	
Overall Score	

Overall Score	Unsatisfactory (0-220) <input type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8

Signature of Evaluatee: _____ Signature of Evaluator: _____

Date: _____ Date: _____

Domain 9

Signature of Evaluatee: _____ Signature of Evaluator: _____

Date: _____ Date: _____

Signature does not necessarily indicate agreement with this evaluation. This evaluation has been discussed with me. YES NO

1. Professional and Ethical Norms	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
1(a) Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school and governing board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(b) Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(c) Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the wellbeing of the school, families and local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(d) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership set forth in this rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

1. Professional and Ethical Norms

Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

2. Vision and Mission	Performance Values (Check One)				Observation Code:
	U	NI/D	E	HE	Indicate all that apply.
Performance Responsibilities:					
2(a) Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(b) Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(c) Collaborate to develop, implement and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(d) Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(e) Recognize individuals for contributions toward the school vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Vision and Mission

Unsatisfactory: (0-8)		X	0	
Needs Improvement/Developing: (9-20)		X	4	
Effective: (21-32)		X	6.4	
Highly Effective: (33-40)		X	8	
Summative Scale Value:				

3. School Operations, Management, and Safety	Performance Values (Check One)				Observation Code:
	U	NI/D	E	HE	Indicate all that apply.
Performance Responsibilities:					
3(a) Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(b) Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(c) Organize time, tasks and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(d) Utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

3(e) Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(f) Inform the school community of current local, state and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(g) Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(h) Develop and maintain effective relationships with the district office and governing board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(i) Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(j) Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(k) Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(l) Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. School Operations, Management, and Safety

Unsatisfactory: (0-18)		X	0	
Needs Improvement/Developing: (19-45)		X	3.75	
Effective: (46-72)		X	6	
Highly Effective: (73-90)		X	7.5	
Summative Scale Value:				

4. Student Learning and Continuous School Improvement	Performance Values (Check One)				Observation Code:
	U	NI/D	E	HE	Indicate all that apply.
Performance Responsibilities:					
4(a)(1) Create and maintain a school climate and culture of high expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(a)(2) Enable school personnel to support the academic growth and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(b) Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(c) Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(d) Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(e) Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide and other applicable assessments as stipulated in Section 1008.22, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

4(f) Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. Student Learning and Continuous School Improvement				
Unsatisfactory: (0-12)		X	0	
Needs Improvement/Developing: (13-30)		X	3.75	
Effective: (31-48)		X	6	
Highly Effective: (49-60)		X	7.5	
Summative Scale Value:				

5. Learning Environment	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
5(a) Develop and maintain routines and procedures that foster a safe, respectful and student-centered learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(b) Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(d) Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Learning Environment				
Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

6. Recruitment and Professional Learning	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
6(a) Recruit, hire, develop, support and retain diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(c) Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(d) Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

6(e) Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(f) Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(g)(1) Continuously monitor and evaluate professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(g)(2) Provide timely, actionable and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(h) Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Recruitment and Professional Learning

Unsatisfactory: (0-16)		X	0	
Needs Improvement/Developing: (17-40)		X	4	
Effective: (41-64)		X	6.4	
Highly Effective: (65-80)		X	8	
Summative Scale Value:				

7. Building Leadership Expertise	Performance Values (Check One)				Observation Code: Indicate all that apply.
	U	NI/D	E	HE	
Performance Responsibilities:					
7(a) Develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(b) Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(c) Develop capacity by delegating tasks to other school leaders and holding them accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(d) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Building Leadership Expertise

Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

School Administrator Evaluation System

8. Meaningful Parent, Family, and Community Involvement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
8(a) Understand, value, and employ the community's cultural, social, and intellectual context and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(b) Model and advocate for respectful communication practices between school leaders, parents, students and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(c) Maintain high visibility and accessibility, and actively listen and respond to parents, students and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(d) Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(e) Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8. Meaningful Parent, Family, and Community Involvement			
Unsatisfactory: (0-8)	X	0	
Needs Improvement/Developing: (9-20)	X	4	
Effective: (21-32)	X	6.4	
Highly Effective: (33-40)	X	8	
Summative Scale Value:			

9. Student Growth and Achievement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Growth Targets Met	Unsatisfactory 0-25%	Needs Improvement/ Developing 26-50%	Effective 51-74%	Highly Effective 75-100%
Summative Scale Value	74	150	186	200

Notes:

School Administrator Evaluation System

Hamilton County School District

Assistant Principal

Observation & Data Collection/Analysis Summary

Name:	Site:	Year:
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OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	
2. Vision and Mission	
3. School Operations, Management, and Safety	
4. Student Learning and Continuous School Improvement	
5. Learning Environment	
6. Recruitment and Professional Learning	
7. Building Leadership Expertise	
8. Parent, Family, and Community Engagement	
9. Student Growth and Achievement	
Overall Score	

Overall Score	Unsatisfactory (0-220) <input type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 9	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation. This evaluation has been discussed with me. YES NO

1. Professional and Ethical Norms	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
1(a) Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school and governing board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(b) Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(c) Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the wellbeing of the school, families and local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1(d) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership set forth in this rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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1. Professional and Ethical Norms				
Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

2. Vision and Mission	Performance Values (Check One)				Observation Code: Indicate all that apply.
	U	NI/D	E	HE	
Performance Responsibilities:					
2(a) Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(b) Collaborate in the collection, analysis and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(c) Collaborate, support and model the development and implementation of a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(d) Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2(e) Recognize individuals for contributions toward the school vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Vision and Mission				
Unsatisfactory: (0-8)		X	0	
Needs Improvement/Developing: (9-20)		X	4	
Effective: (21-32)		X	6.4	
Highly Effective: (33-40)		X	8	
Summative Scale Value:				

3. School Operations, Management, and Safety	Performance Values (Check One)				Observation Code: Indicate all that apply.
	U	NI/D	E	HE	
Performance Responsibilities:					
3(a) Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(b) Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(c) Organize time, tasks and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(d) Collaborate with school leaders to utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(e) Utilize best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

3(f) Inform the school community of current local, state and federal laws, regulations and best practices to promote the safety, success and well-being of all students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(g) Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(h) Develop and maintain effective relationships with the district office and governing board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(i) Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(j) Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(k) Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3(l) Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. School Operations, Management, and Safety			
Unsatisfactory: (0-18)		X	0
Needs Improvement/Developing: (19-45)		X	3.75
Effective: (46-72)		X	6
Highly Effective: (73-90)		X	7.5
Summative Scale Value:			

4. Student Learning and Continuous School Improvement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
4(a)(1) Assist with the implementation and monitoring of systems and structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(a)(2) Enable instructional personnel to promote high expectations for the academic growth and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(b) Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(c) Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration and enrichment plan focused on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(d) Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(e) Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and provide coaching to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4(f) Support and openly communicate the need for, process for and outcomes of improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

4(g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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4. Student Learning and Continuous School Improvement				
Unsatisfactory: (0-12)		X	0	
Needs Improvement/Developing: (13-30)		X	3.75	
Effective: (31-48)		X	6	
Highly Effective: (49-60)		X	7.5	
Summative Scale Value:				

5. Learning Environment	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
5(a) Collaborate with the school principal to maintain a safe, respectful and student-centered learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(b) Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(d) Support instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Learning Environment				
Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

6. Recruitment and Professional Learning	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
6(a) Assist with hiring, developing, supporting and retaining diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(c) Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(d) Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(e) Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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6(f) Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(g)(1) Collaborate with the school principal to monitor and evaluate professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(g)(2) Provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(h) Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6(i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Recruitment and Professional Learning				
Unsatisfactory: (0-16)		X	0	
Needs Improvement/Developing: (17-40)		X	4	
Effective: (41-64)		X	6.4	
Highly Effective: (65-80)		X	8	
Summative Scale Value:				

7. Building Leadership Expertise	Performance Values (Check One)				Observation Code: Indicate all that apply.
	U	NI/D	E	HE	
Performance Responsibilities:					
7(a) Develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(b) Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(c) Develop capacity in teacher leaders and hold them accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(d) Plan for and provide opportunities for mentoring new personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Building Leadership Expertise				
Unsatisfactory: (0-6)		X	0	
Needs Improvement/Developing: (7-15)		X	3.75	
Effective: (16-24)		X	6	
Highly Effective: (25-30)		X	7.5	
Summative Scale Value:				

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8. Meaningful Parent, Family, and Community Involvement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
8(a) Understand, value, and employ the community's cultural, social, and intellectual context and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(b) Model and advocate for respectful communication practices between school leaders, parents, students and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(c) Maintain high visibility and accessibility, and actively listen and respond to parents, students and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(d) Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8(e) Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8. Meaningful Parent, Family, and Community Involvement				
Unsatisfactory: (0-8)	X	0		
Needs Improvement/Developing: (9-20)	X	4		
Effective: (21-32)	X	6.4		
Highly Effective: (33-40)	X	8		
Summative Scale Value:				

9. Student Growth and Achievement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Growth Targets Met	Unsatisfactory 0-25%	Needs Improvement/ Developing 26-50%	Effective 51-74%	Highly Effective 75-100%
Summative Scale Value	74	150	186	200

Notes:

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.

Student Performance Measures

Grade:	Subject/Assessment Tool	Student Growth Measures
Pre-K	Developmental Profile for Pre- K Assessment/F.A.S.T. STAR Early Literacy	Student Growth from Pre to Post Assessment; Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
K	F.A.S.T. STAR Early Literacy/Math	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
1-2	F.A.S.T. STAR Reading/Math	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
3	Math/ELA F.A.S.T. Cambium	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
4	Math/ELA F.A.S.T. Cambium	Proficiency and district calculated learning gains for students as evidenced by the previous year’s PM3 to current year’s PM3 assessment score.

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5	<p>Math/ELA F.A.S.T. Cambium</p> <p>Statewide Science Assessment</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
6	<p>Math/ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
7	<p>Math/ELA F.A.S.T. Cambium</p> <p>Civics EOC</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>

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8	<p>Math/ELA F.A.S.T. Cambium</p> <p>Statewide Science Assessment</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
9	<p>ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
10	<p>ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the previous year's PM3 to current year's PM3 assessment score.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>

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<p>Other 6-8 Electives and 9-12 Courses (Social Science, Science, Music, Art, CTE, Math, etc.) that are not assessed via a state assessment.</p>	<p>Performance Matters EOY and Benchmark Assessments</p>	<p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
<p>Graduation Requirement: If non-classroom staff use this measure, then the denominator must be defined.</p>	<p>ACT/SAT/PSAT/PERT/Retakes</p>	<p>Students that earn a college ready score during their assignment to a teacher will be divided by the total number of students who entered the teacher’s assignment without a college ready score.</p>
<p>FLDOE End of Course Exams</p>	<p>Algebra 1 & Geometry Biology & US History</p>	<p>Proficiency and/or learning gains as defined by the FLDOE. Proficiency as defined by the FLDOE.</p>
<p>ROTC/PE</p>	<p>Performance Matters EOY and Benchmark Assessments MASS Presidential Fitness Test and Drill Performance-Based</p>	<p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for a specific subject area and/or grade level as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students. Proficiency is determined by measuring pre-post growth for a specific subject area and/or grade level.</p>
<p>ESE Alternate Assessment</p>	<p>FSAA</p>	<p>Proficiency & Growth as established by the FLDOE.</p>
<p>Industry Certification</p>	<p>Scoring as Pass/Fail</p>	<p>Percentage of students who take and pass their Industry Certification Exam.</p>
<p>AP Course</p>	<p>AP Exam</p>	<p>Percentage of students scoring ≥Level 2.</p>
<p>School-Wide VAM</p>	<p>FLDOE Value Added Model Calculation</p>	<p>School-wide VAM data as provided by the FLDOE.</p>

School Administrator Evaluation System

Appendix D – Summative Evaluation Forms

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

Hamilton County School District School Principals

Observation & Data Collection/Analysis Summary

Name:	Site:	Year:
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OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	
2. Vision and Mission	
3. School Operations, Management, and Safety	
4. Student Learning and Continuous School Improvement	
5. Learning Environment	
6. Recruitment and Professional Learning	
7. Building Leadership Expertise	
8. Parent, Family, and Community Engagement	
9. Student Growth and Achievement	
Overall Score	

Overall Score	Unsatisfactory (0-220) <input type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8

Signature of Evaluatee:	Signature of Evaluator:
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Date:	Date:
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Domain 9

Signature of Evaluatee:	Signature of Evaluator:
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Date:	Date:
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Signature does not necessarily indicate agreement with this evaluation. This evaluation has been discussed with me. YES NO

Hamilton County School District

Assistant Principal

Observation & Data Collection/Analysis Summary

Name:	Site:	Year:
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OVERALL RATING:	
Standards:	Points Earned:
1. Professional and Ethical Norms	
2. Vision and Mission	
3. School Operations, Management, and Safety	
4. Student Learning and Continuous School Improvement	
5. Learning Environment	
6. Recruitment and Professional Learning	
7. Building Leadership Expertise	
8. Parent, Family, and Community Engagement	
9. Student Growth and Achievement	
Overall Score	

Overall Score	Unsatisfactory (0-220) <input type="checkbox"/>	Needs Improvement/ Developing (221-450) <input type="checkbox"/>	Effective (451-560) <input type="checkbox"/>	Highly Effective (561-600) <input type="checkbox"/>
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Comments of the Evaluatee:

Comments of the Evaluator:

Domains 1-8

Signature of Evaluatee:	Signature of Evaluator:
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Date:	Date:
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Domain 9

Signature of Evaluatee:	Signature of Evaluator:
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Date:	Date:
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Signature does not necessarily indicate agreement with this evaluation. This evaluation has been discussed with me. YES NO