2016-2017

Administrative Evaluation System Template

Hamilton County School District

Superintendent Rex L. Mitchell

2016-2017

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1. Performance of Students

Student Growth and Achievement Measures

All school administrators will be included in the evaluation system using the student learning growth measure as **33%** of their overall evaluation including administrators with less than three years of student growth data. For measuring student learning growth, the statewide standardized assessments results will be included as 33% of the student learning growth portion using the school wide results. These scores in percentages from school-wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the "Student Success Act."

The testing instruments identified in the student performance matrices and the Assessment Chart which follow will be utilized by the Hamilton County School District to calculate student growth. The category weights identified in each matrix when totaled will account for 33% of the overall evaluation. The Student Growth and Achievement score will be based on team-wide, school-wide, or district-wide/ statewide standardized assessments in Reading, Math, EOC assessments, and other assessments identified in the Student Performance Matrix depending on services rendered. Category weights for School-Based Administrators will be determined based on current assignment and approved by their Supervisor. VAM scores will be based on the most recent three year period including the current year and the two years immediately preceding the current year when available.

Regardless of which method is used to determine the School-Based 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:

Category Raw Score	Unsatisfactory 0-74	Needs Improvement 75-150	Effective 151-186	Highly Effective 187-198
Summative Scale Value	74	150	186	198

Performance Pay Structure

- **Grandfathered School Based Administrators**
  - Performance Pay- A district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34, F.S.
  - Advanced Degrees- A district school board may not use advanced degrees in setting a salary schedule for personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.
- **Performance Pay School Based Administrators**
  - The **base salary** for personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.
  - Beginning July 1, 2014, personnel new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of the school based administrator shall be placed on the performance salary schedule.
  - The annual salary adjustment under the performance salary schedule for an employee rated as **highly effective** must be greater that the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.
  - The annual salary adjustment under the performance salary schedule for an employee rated as **effective** must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.
  - The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating **other than highly effective or effective** for the year.
  - Advanced Degrees- A district school board may not use advanced degrees in setting a salary schedule for school based personnel hired on or after July 1, 2011, unless the advanced degree is held in individual's area of certification and is only a salary supplement.

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

School-Based Administrator: _____   School Year: _____

School: _____   Supervisor: _____

Student Performance Indicators: Pre-K – 6th	Category Weight	Student Performance Rate	Total Points
☐ School-wide VAM: (This section category weight must be calculated as at least .50)			
☐ STAR 360			
☐ ACT Aspire			
☐ FCAT Science			
☐ Florida Alternate Assessment			
☐ iStation			
☐ 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 Performance Matrix
School-Based Administrators- 7th – 12th Grade

School-Based Administrator: _____   School Year: _____

School: _____   Supervisor: _____

Student Performance Indicators: 7th – 12th Grades	Category Weight	Student performance rate	Total Points
☐ **School-wide VAM: (This section category weight must be calculated as at least .50)**			
☐ **Graduation Requirement: Reading/ Alg. 1 Retakes/ ACT/SAT/PERT Concordant Score**			
☐ **College Readiness Score**			
☐ **Florida Alternate Assessment**			
☐ **FCAT Science**			
☐ **Industry Certification**			
☐ **AP Exam**			
☐ **ACT Aspire**			
☐ **iStation**			
☐ **STAR 360**			
☐ **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.

Hamilton County School District
Assessment Chart for School-Based Administrator Evaluation

The Student Growth Measures in the chart below will be used in the calculation of the School-Based Administrator's student performance portion of the evaluation for each indicator selected on the Student Performance Matrix form. Proficiency levels will be determined based on the following percentages:			
Highly Effective	*Effective*	*Needs Improvement*	*Unsatisfactory*
$\geq 75\%$	$51 - 74\%$	$26 - 50\%$	$1 - 25\%$

Subject with Assessment to be Used	Student Growth Measures
STAR	Student growth determined by demonstrating a year's worth of growth.
ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science.
5th Grade Science	$\geq$ Level 3 on NGSSS Science
FAA	Proficiency & Growth as established by FLDOE
iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.

Algebra 1 Retake	Proficiency ≥ Level 3; PERT Concordant Score
FCAT 2.0 Reading Retake	Proficiency ≥ Level 3; ACT/SAT Concordant Score
College Readiness Score	ACT/SAT/PERT College Ready Cut Score
8th Grade Science	Level 3 and above on NGSSS Science; Compare to prior Reading Level and student growth will be measured by students maintaining proficiency or increasing a level.
Industry Certification	Percentage of students taking the Industry Certification that pass
AP Exam	Percentage of students scoring ≥ Level 2

2. Instructional Leadership

Leadership Practices

The leadership practice portion of the instructional evaluation will be calculated as **67%** of the overall evaluation. The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

   A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

   B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include
1. Self-Evaluation
2. School Improvement Plan
3. Student Assessment Data
   - Classroom based assessment
   - Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
   - High School Competency Test
   - Formal and informal program reviews
4. Southern Association Accreditation Reports
5. School Climate Survey Instruments from **parents and students.**
6. Collect parent input by including the following statement on the Annual School Climate Survey: **"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."**
7. All duties required of the position (job descriptions)
8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

   C. **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.

D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Hamilton County through the master in-service plan.

E. **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.

F. **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.

<u>**Evaluation Framework Description**</u>

THE APPRAISAL SYSTEM
School Based Administrators
The EMCS, Inc. - Jerry Copeland Model

Philosophy

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of school district personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel and school based administrators which will result in measurable student growth.

The Hamilton County Performance Appraisal System has been designed to enhance quality of the organization, ensure self-esteem, promote professional development and increase student achievement. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional and school based staff.

Generally, the guidelines can be summarized as follows:
- Fairness, equity and legal soundness.
- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance
- 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 through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing 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.
- 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.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

Purpose

The purpose of the Performance Appraisal System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the 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:

- School Improvement Plans

- Organization 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 which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. For many, this work is in progress and with encouragement should be completed in the future. The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal.

Beliefs of the Hamilton County School District

We believe that

- Education is the combined responsibility of students, parents, schools and community.
- Open and honest communication is essential.
- Education must be a priority of society.
- Education must be flexible and diverse.
- Visionary leadership and sound management are essential.
- Education should promote responsible citizenship and ethical behavior.
- Involvement improves education.

- Education should provide a safe, healthful, nurturing environment.
- All individuals have dignity and self-worth.
- All individuals can learn.
- Education is the key to successful living.
- Learning is a lifelong process.

Organizational Purpose

To provide quality education opportunities which develop self-sufficient, productive individuals who will advance the value of self and society.

Mission Statement

"Changing Lives Through Quality Education"

Parameters

- The educational needs of our students take precedence.
- We will always do a cost/benefit analysis before implementing new programs.
- All individuals will be treated in a professional and dignified manner with no discrimination based on race, color, religion, gender, age, marital status, sexual orientation, disability, political or religious beliefs, national or ethnic origin, or genetic information.
- We will provide a healthy and safe environment.
- We will always adhere to the professional code of ethics.

Special Note:

o **In order to access additional information regarding the Copeland Model framework, procedures, research based evidence, and administrative evaluation instruments, go to the Hamilton County School District website at www.hamiltonfl.com, click Departments, click Administrative Services, and you will then locate the links to the Administrative Evaluation Systems documentation.**

SCHOOL DISTRICT OF HAMILTON COUNTY
SCHOOL BASED ADMINISTRATOR
CORRELATION OF STANDARDS
Domain 1: Institutional Growth and Development

Performance Responsibilities:

Policy Governance

1. The degree to which School Board rules are understood and applied in daily operations.
2. The degree to which State Board of Education rules are understood and applied in daily operations.
3. The degree to which Florida Statutes governing public education are understood and applied.
4. The degree to which the provisions of the labor contracts are understood and consistently applied.
5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.
6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.
7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.
8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.
9. The degree to which the Florida educational accountability system is understood and consistently applied.
10. The degree to which internal administrative procedures and policies are understood and consistently applied.

Leadership/Management

11. The degree to which expectations are prioritized and acted on following the premise of first things first.
12. The degree to which the leader plans and prepares relentlessly.
13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.
14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.
15. The degree to which the art and science of reflection is practiced prior to making a decision.

16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.
17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.
18. The degree to which the leader walks the walk of the leadership message.
19. The degree to which loyalty "a vital virtue" is practiced toward the school, the school district, public education in general, and to each staff member.
20. The degree to which the traits of interpersonal sensitivity are consistently applied.
21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.
22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school.

Educator Accomplished Practices:

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   e. Uses diagnostic student data to plan lessons; and

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
   e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and

b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;

c. Communicates the relationships among academic standards, effective instruction, and student performance;

d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

c. Employs a faculty with the instructional proficiencies needed for the school population served;

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

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

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and

e. Demonstrates willingness to admit error and learn from it;

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
8. Effective organizations have institutional designs around the central purpose of the organization.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
13. Effective organizations have fully functioning human resources management and development systems.
14. Effective organizations have well-defined, active systems of teaching and learning.

15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
20. Effective organizations have organizational alignments that embrace leadership and management accountability.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
29. Effective organizations have institutional integrity.
31. Effective organizations make effective use of technology at all levels.
32. Effective organizations have comprehensive programs for institutional security.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
34. Effective organizations practice vertical and horizontal teaming.
35. Effective organizations have visibility and accessibility.
36. Effective organizations implement labor contracts skillfully.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
40. Effective organizations are places where leadership and institutional courage are evident with reference to the body politic.
42. Effective organizations are learning organizations where every leader is a learner.
44. Effective organizations are places where leaders are high performing, healthy role models.
45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.
46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.

Domain 2: Applied Systems Science

Performance Responsibilities:

23. The degree to which operational systems are understood and consistently applied.
24. The degree to which the payroll system is understood and consistently applied.
25. The degree to which the staffing system is understood and consistently applied.
26. The degree to which the student assessment and evaluation system is understood and consistently applied.
27. The degree to which the budget and district fiscal services system is understood and consistently applied.
28. The degree to which internal accounts and the financial management system is understood and consistently applied.
29. The degree to which the student grade reporting and promotion system is understood and consistently applied.
30. The degree to which public awareness and communication system is planned and promoted.
31. The degree to which an internal awareness and communication system is planned and implemented.
32. The degree to which student growth and achievement diagnostic and data system retrieval is applied to placement and curriculum development.
33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, art and others are in place.
34. The degree to which data and data analysis is used to influence student placement, program development and deliberate instruction.
35. The degree to which leaves of absences are managed to be consistent with school board policy.
36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.
37. The degree to which the rules, roles and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness.

Educator Accomplished Practices:

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

    a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and

    b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Domain 3: Organizational Leadership

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

    a. Identifies and cultivates potential and emerging leaders;

    b. Provides evidence of delegation and trust in subordinate leaders;

    c. Plans for succession management in key positions;

    d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and

    e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

    a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

    b. Establishes appropriate deadlines for him/herself and the entire organization;

    c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

    d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

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

    a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

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

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and

e. Demonstrates willingness to admit error and learn from it;

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.

4. Effective organizations have established institutional quality standards.

5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.

6. Effective organizations have a common information base connected to institutional purpose.

8. Effective organizations have institutional designs around the central purpose of the organization.

10. Effective organizations skillfully manage systemic and institutional change.

11. Effective organizations have institutional preparedness and are proactive for the future.
13. Effective organizations have fully functioning human resources management and development systems.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
17. Effective organizations have clearly defined institutional functions and practices.
18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
20. Effective organizations have organizational alignments that embrace leadership and management accountability.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.
25. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.
26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
27. Effective organizations conduct cost/benefit analyses before implementing new programs.
28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
30. Effective organizations have a pervasive atmosphere of high expectations.
31. Effective organizations make effective use of technology at all levels.
32. Effective organizations have comprehensive programs for institutional security.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
34. Effective organizations practice vertical and horizontal teaming.
36. Effective organizations implement labor contracts skillfully.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.

45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.

Domain 3: Institutional Climate

Performance Responsibilities:

38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.
39. The degree to which communication, as a contributor to institutional climate, is understood and coached.
40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.
41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.
42. The degree to which innovation and adaption, as a contributor to institutional climate, is understood and coached.
43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.
44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.
45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.
46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.
47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.

Educator Accomplished Practices:

(a) Quality of Instruction.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

    a. Organizes, allocates, and manages the resources of time, space, and attention;

    f. Maintains a climate of openness, inquiry, fairness and support;

    g. Integrates current information and communication technologies;

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

    d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

    a. Enables faculty and staff to work as a system focused on student learning;

    b. Maintains a school climate that supports student engagement in learning;

    c. Generates high expectations for learning growth by all students; and

    d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

    a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

    b. Engages in data analysis for instructional planning and improvement;

    c. Communicates the relationships among academic standards, effective instruction, and student performance;

    d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

    e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

    a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

    b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

    c. Employs a faculty with the instructional proficiencies needed for the school population served;

    d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

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

   a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
   b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
   c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
   d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
   e. Demonstrates willingness to admit error and learn from it;
   f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

EMCS Indicators of an Effective Educational Institution (School and/or District):

   4. Effective organizations have established institutional quality standards.
   5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
   6. Effective organizations have a common information base connected to institutional purpose.
   8. Effective organizations have institutional designs around the central purpose of the organization.
   9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
   10. Effective organizations skillfully manage systemic and institutional change.
   13. Effective organizations have fully functioning human resources management and development systems.
   14. Effective organizations have well-defined, active systems of teaching and learning.
   15. Effective organizations have evaluation systems signaling continuous progress.
   16. Effective organizations have well defined and managed systems of proprietary interests.
   17. Effective organizations have clearly defined institutional functions and practices.
   18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
   19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
   20. Effective organizations have organizational alignments that embrace leadership and management accountability.

21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
29. Effective organizations have institutional integrity.
30. Effective organizations have a pervasive atmosphere of high expectations.
32. Effective organizations have comprehensive programs for institutional security.
34. Effective organizations practice vertical and horizontal teaming.
35. Effective organizations have visibility and accessibility.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.
47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.

Domain 4: Instructional Leadership

Performance Responsibilities:

48. Provide instructional leadership and supervision for student achievement.
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.
53. Analyze and report the results of the School Improvement Team's efforts on student performance.
54. Coordinate program planning with district instructional staff.

55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.
56. Facilitate the testing program for the school.
57. Align school initiatives with district, state and school goals.
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.
62. Facilitate the development and implementation of the school technology plan.
63. Provide leadership in the effective use of technology in the classroom.
64. Explore and evaluate new technologies and their educational impact.
65. Assist classroom teachers with the effective use of technology.
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.

Educator Accomplished Practices:

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and

b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;

b. Maintains a school climate that supports student engagement in learning;

c. Generates high expectations for learning growth by all students; and

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

  a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
  b. Engages in data analysis for instructional planning and improvement;
  c. Communicates the relationships among academic standards, effective instruction, and student performance;
  d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
  e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

  a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
  b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
  c. Promotes school and classroom practices that validate and value similarities and differences among students;
  d. Provides recurring monitoring and feedback on the quality of the learning environment;
  e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
  f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

  a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
  b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and	
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.
28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
30. Effective organizations have a pervasive atmosphere of high expectations.
31. Effective organizations make effective use of technology at all levels.
34. Effective organizations practice vertical and horizontal teaming.
42. Effective organizations are learning organizations where every leader is a learner.
47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.

Domain 5: Building and Site Management

Performance Responsibilities:

38. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.
39. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.
40. The degree to which work orders are submitted and monitored in a timely manner.
41. The degree to which the campus is made safe for students and staff from intruders.
42. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.
43. The degree to which the community is engaged in making the campus and facilities a source of community pride.
44. The degree to which public access and presence on campus is monitored and controlled.
45. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.

Educator Accomplished Practices:

(a) Quality of Instruction.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
4. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   f. Applies technology to organize and integrate assessment information.

Florida Principal Leadership Standards:
Domain 1: Student Achievement:
Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:
  a. Enables faculty and staff to work as a system focused on student learning;
  b. Maintains a school climate that supports student engagement in learning;
  c. Generates high expectations for learning growth by all students; and
  d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 5: Learning Environment.

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

Domain 3: Organizational Leadership

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:
  a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
  b. Establishes appropriate deadlines for him/herself and the entire organization;
  c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
  d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

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

    a. Actively listens to and learns from students, staff, parents, and community stakeholders;

    b. Recognizes individuals for effective performance;

    c. Communicates student expectations and performance information to students, parents, and community;

    d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

    e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

    f. Utilizes appropriate technologies for communication and collaboration; and

    g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

EMCS Indicators of an Effective Educational Institution (School and/or District):

   3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.

   4. Effective organizations have established institutional quality standards.

   7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.

  16. Effective organizations have well defined and managed systems of proprietary interests.

  17. Effective organizations have clearly defined institutional functions and practices.

  19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.

  20. Effective organizations have organizational alignments that embrace leadership and management accountability.

  23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.

  27. Effective organizations conduct cost/benefit analyses before implementing new programs.

  31. Effective organizations make effective use of technology at all levels.

  32. Effective organizations have comprehensive programs for institutional security.

38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.

Domain 6: Core Concepts of Management

Performance Responsibilities:

76. The degree to which planning is comprehensive, strategic, situational and understood as a core concept of management which requires a specific set of skills for implementation.
77. The degree to which all activities, initiatives and events are organized, proffered and implemented with the highest degree of efficiency and clearly understood as a core concept of management.
78. The degree to which staffing is understood as essential, strategic and interconnected to the talent pool necessary for effective systems implementation as a core concept of management.
79. The degree to which directing, as a core concept of management, is utilized for successful follow through on initiatives, activities and events.
80. The degree to which controlling is understood as a core concept of management and is correlated to the profound protocols of leadership.

Educator Accomplished Practices:

(a) Quality of Instruction.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
    a. Organizes, allocates, and manages the resources of time, space, and attention;
    b. Manages individual and class behaviors through a well-planned management system;
    c. Conveys high expectations to all students;
    d. Respects students' cultural linguistic and family background;
    e. Models clear, acceptable oral and written communication skills;
    f. Maintains a climate of openness, inquiry, fairness and support;
    h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;

b. Maintains a school climate that supports student engagement in learning;

c. Generates high expectations for learning growth by all students; and

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Domain 3: Organizational Leadership
Standard 6: Decision Making.
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:
a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
12. Effective organizations practice informed predictability based on a solid knowledge base and the practice of reflective thinking.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
25. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.
26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
29. Effective organizations have institutional integrity.

30. Effective organizations have a pervasive atmosphere of high expectations.

33. Effective organizations have established effective programs for mentoring and institutional coaching.

34. Effective organizations practice vertical and horizontal teaming.

37. Effective organizations practice formalized institutional planning.

38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.

39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.

40. Effective organizations are places where leadership and institutional courage are evident with reference to the body politic.

41. Effective organizations are places where persons have the personal courage to plan and act consistent with the system's culture and operations.

42. Effective organizations are learning organizations where every leader is a learner.

43. Effective organizations are places where the art and practice of reflection are evident and effective.

44. Effective organizations are places where leaders are high performing, healthy role models.

46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.

47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.

Domain 7: Applied Protocols of Leadership

Performance Responsibilities:

81. High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

82. High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

83. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

84. High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

85. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

87. High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.

89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.

90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.

91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.

92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.

93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.

94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.

95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.

96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.

97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.

98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.

99. High performing leaders continually conduct research and development for institutional growth purposes.

Educator Accomplished Practices:

(a) Quality of Instruction.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

    c. Conveys high expectations to all students;

    d. Respects students' cultural linguistic and family background;

    e. Models clear, acceptable oral and written communication skills;

    f. Maintains a climate of openness, inquiry, fairness and support;

    h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

4. Assessment. The effective educator consistently:

    a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

    c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

    d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

    e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

    b. Examines and uses data-informed research to improve instruction and student achievement;

    c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

    d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

    e. Engages in targeted professional growth opportunities and reflective practices; and

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

    a. Enables faculty and staff to work as a system focused on student learning;

    b. Maintains a school climate that supports student engagement in learning;

    c. Generates high expectations for learning growth by all students; and

    d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;

c. Communicates the relationships among academic standards, effective instruction, and student performance;

d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

c. Employs a faculty with the instructional proficiencies needed for the school population served;

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
12. Effective organizations practice informed predictability based on a solid knowledge base and the practice of reflective thinking.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.

24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
29. Effective organizations have institutional integrity.
30. Effective organizations have a pervasive atmosphere of high expectations.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
34. Effective organizations practice vertical and horizontal teaming.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.
42. Effective organizations are learning organizations where every leader is a learner.
43. Effective organizations are places where the art and practice of reflection are evident and effective.
44. Effective organizations are places where leaders are high performing, healthy role models.
46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.
47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.

Domain 8: Staff Development

Performance Responsibilities:

100. Engage in continuing improvement of professional knowledge and skills.
101. Assist others in acquiring new knowledge and understanding.
102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.

104. Participate in school data collection of teacher input on principal's performance assessment program.
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.
106. Supervise assigned personnel and make recommendations for appropriate employment action.
107. Manage and administer personnel development through training, in-service and other developmental activities.
108. Provide training opportunities and feedback to personnel at the assigned school.
109. Perform all required professional development services.

Educator Accomplished Practices:

(b)Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
    a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
    b. Examines and uses data-informed research to improve instruction and student achievement;
    e. Engages in targeted professional growth opportunities and reflective practices; and
    f. Implements knowledge and skills learned in professional development in the teaching and learning process.

Florida Principal Leadership Standards:

Domain 2: Instructional Leadership:

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
  a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
  b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
  c. Employs a faculty with the instructional proficiencies needed for the school population served;
  d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
  e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
  f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Domain 3: Organizational Leadership

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

EMCS Indicators of an Effective Educational Institution (School and/or District):

3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.

6. Effective organizations have a common information base connected to institutional purpose.

7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.

8. Effective organizations have institutional designs around the central purpose of the organization.

13. Effective organizations have fully functioning human resources management and development systems.

17. Effective organizations have clearly defined institutional functions and practices.

20. Effective organizations have organizational alignments that embrace leadership and management accountability.

22. Effective organizations have systems where personnel are empowered, enabled, and assisted.

25. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.

26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.

33. Effective organizations have established effective programs for mentoring and institutional coaching.

36. Effective organizations implement labor contracts skillfully.

38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.

39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.

42. Effective organizations are learning organizations where every leader is a learner.
43. Effective organizations are places where the art and practice of reflection are evident and effective.

Domain 9: Student Growth and Achievement

Performance Responsibilities:

110. Ensure that student growth and achievement are continuous and appropriate school wide.

Educator Accomplished Practices:

(a) Quality of Instruction.
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   c. Conveys high expectations to all students;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students' subject matter knowledge;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

(b) Continuous Improvement, Responsibility and Ethics.
   1. Continuous Professional Improvement. The effective educator consistently:
      a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
      b. Examines and uses data-informed research to improve instruction and student achievement.

Florida Principal Leadership Standards:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and

b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;

b. Maintains a school climate that supports student engagement in learning;

c. Generates high expectations for learning growth by all students; and

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.

7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
30. Effective organizations have a pervasive atmosphere of high expectations.
31. Effective organizations make effective use of technology at all levels.
32. Effective organizations have comprehensive programs for institutional security.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
37. Effective organizations practice formalized institutional planning.
42. Effective organizations are learning organizations where every leader is a learner.

3. Other Indicators of Performance

Individual Leadership Development Plan:

The individual leadership development plan goal(s) will be incorporated into Domain 8, Staff Development in the overall evaluation.

Professional Learning:

This component is to be used by school principals and supervisors working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school boards to establish and maintain an individual professional development plan for each instructional employee and school based administrator. The professional development plans must be linked to student performance and have clearly defined training activities that result in better student performance. Please refer to the Professional Development Program form.

- Each school district shall design a system, approved by the Department of Education, for the professional growth of personnel that links and aligns in-service activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- In-service activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The supervisor and the employee, being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.
- From this inventory, the supervisor and the employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the school.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Supervisors must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

4. Summative Evaluation Score

The following instrument will be used in the calculation of the School Based Administrator's overall score. Total Leadership Practice will account for 67% of the overall evaluation and Student Growth and Achievement will account for 33%.

SCHOOL DISTRICT OF HAMILTON COUNTY

SCHOOL BASED ADMINISTRATOR

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ Employee # _____

Subject/Course _____ School/Dept. _____ School Year _____

Comments of the Evaluator _____

_____

_____

Comments of the Evaluatee _____

_____

_____

Information from teachers and parents was collected and analyzed in the preparation of this report.   ☐ Yes ☐ No

This evaluation has been discussed with me.   ☐ Yes   ☐ No

_____   _____   _____   _____
         Signature of Evaluator   Date   Signature of Evaluatee   Date

Signature does not necessarily indicate agreement with this evaluation.

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
Policy Governance					
1. The degree to which School Board rules are understood and applied in daily operations.	☐	☐	☐	☐	
2. The degree to which State Board of Education rules are understood and applied in daily operations.	☐	☐	☐	☐	
3. The degree to which Florida Statutes governing public education are understood and applied.	☐	☐	☐	☐	
4. The degree to which the provisions of the labor contracts are understood and consistently applied.	☐	☐	☐	☐	
5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.	☐	☐	☐	☐	
6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.	☐	☐	☐	☐	
7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.	☐	☐	☐	☐	
8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.	☐	☐	☐	☐	
9. The degree to which the Florida educational accountability system is understood and consistently applied.	☐	☐	☐	☐	
10. The degree to which internal administrative procedures and policies are understood and consistently applied.	☐	☐	☐	☐	
Leadership/Management					

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
11. The degree to which expectations are prioritized and acted on following the premise of first things first.	☐	☐	☐	☐	
12. The degree to which the leader plans and prepares relentlessly.	☐	☐	☐	☐	
13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.	☐	☐	☐	☐	
14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.	☐	☐	☐	☐	
15. The degree to which the art and science of reflection is practiced prior to making a decision.	☐	☐	☐	☐	
16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.	☐	☐	☐	☐	
17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.	☐	☐	☐	☐	
18. The degree to which the leader walks the walk of the leadership message.	☐	☐	☐	☐	
19. The degree to which loyalty "a vital virtue" is practiced toward the school, the school district, public education in general, and to each staff member.	☐	☐	☐	☐	
20. The degree to which the traits of interpersonal sensitivity are consistently applied.	☐	☐	☐	☐	
21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.	☐	☐	☐	☐	
22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school.	☐	☐	☐	☐	

Unsatisfactory		X	0	=
Needs Improvement		X	.91	=
Effective		X	1.82	=
Highly Effective		X	2.27	=

Domain Raw Score

Domain Raw Score	Unsatisfactory 0 - 9	Needs Improvement 10 - 29	Effective 30 - 44	Highly Effective 45 - 50
Summative Scale Value				

Domain 2: Applied Systems Science	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
23. The degree to which operational systems are understood and consistently applied.	☐	☐	☐	☐	
24. The degree to which the payroll system is understood and consistently applied.	☐	☐	☐	☐	
25. The degree to which the staffing system is understood and consistently applied.	☐	☐	☐	☐	

Domain 2: Applied Systems Science	Performance Values (Check One)				Observation Code*
Performance Responsibilities	**U**	**NI**	**E**	**HE**	Indicate all that apply
26. The degree to which the student assessment and evaluation system is understood and consistently applied.	☐	☐	☐	☐	
27. The degree to which the budget and district fiscal services system is understood and consistently applied.	☐	☐	☐	☐	
28. The degree to which internal accounts and the financial management system is understood and consistently applied.	☐	☐	☐	☐	
29. The degree to which the student grade reporting and promotion system is understood and consistently applied.	☐	☐	☐	☐	
30. The degree to which public awareness and communication system is planned and promoted.	☐	☐	☐	☐	
31. The degree to which an internal awareness and communication system is planned and implemented.	☐	☐	☐	☐	
32. The degree to which student growth and achievement diagnostic and data system retrieval is applied to placement and curriculum development.	☐	☐	☐	☐	
33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, art and others are in place.	☐	☐	☐	☐	
34. The degree to which data and data analysis is used to influence student placement, program development and deliberate instruction.	☐	☐	☐	☐	
35. The degree to which leaves of absences are managed to be consistent with school board policy.	☐	☐	☐	☐	
36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.	☐	☐	☐	☐	
37. The degree to which the rules, roles and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness.	☐	☐	☐	☐	

Unsatisfactory		**X**	**0**	**=**	
Needs Improvement		**X**	**1.33**	**=**	
Effective		**X**	**2.67**	**=**	
Highly Effective		**X**	**3.33**	**=**	
			Domain Raw Score		

Domain Raw Score	**Unsatisfactory** **0 - 9**	**Needs Improvement** **10 - 29**	**Effective** **30 - 44**	**Highly Effective** **45 - 50**
Summative Scale Value				

Domain 3: Institutional Climate	**Performance Values** (Check)				**Observation Code***
Performance Responsibilities	**U**	**NI**	**E**	**HE**	Indicate all that apply
38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	

Domain 3: Institutional Climate	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI**	**E**	**HE**	Indicate all that apply
39. The degree to which communication, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.	☐	☐	☐	☐	
42. The degree to which innovation and adaption, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.	☐	☐	☐	☐	
46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.	☐	☐	☐	☐	
47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.	☐	☐	☐	☐	

		X	0	=	
Unsatisfactory		X	0	=	
Needs Improvement		X	1.40	=	
Effective		X	2.80	=	
Highly Effective		X	3.50	=	
			Domain Raw Score		

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 – 35
Summative Scale Value				

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI**	**E**	**HE**	Indicate all that apply
48. Provide instructional leadership and supervision for student achievement.	☐	☐	☐	☐	
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.	☐	☐	☐	☐	
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.	☐	☐	☐	☐	
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.	☐	☐	☐	☐	
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.	☐	☐	☐	☐	
53. Analyze and report the results of the School Improvement Team's efforts on student performance.	☐	☐	☐	☐	
54. Coordinate program planning with district instructional staff.	☐	☐	☐	☐	
55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.	☐	☐	☐	☐	
56. Facilitate the testing program for the school.	☐	☐	☐	☐	
57. Align school initiatives with district, state and school goals.	☐	☐	☐	☐	
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.	☐	☐	☐	☐	

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.	☐	☐	☐	☐	
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.	☐	☐	☐	☐	
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.	☐	☐	☐	☐	
62. Facilitate the development and implementation of the school technology plan.	☐	☐	☐	☐	
63. Provide leadership in the effective use of technology in the classroom.	☐	☐	☐	☐	
64. Explore and evaluate new technologies and their educational impact.	☐	☐	☐	☐	
65. Assist classroom teachers with the effective use of technology.	☐	☐	☐	☐	
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.	☐	☐	☐	☐	
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.	☐	☐	☐	☐	

Unsatisfactory		X	0	=
Needs Improvement		X	1.20	=
Effective		X	2.40	=
Highly Effective		X	3.00	=

Domain Raw Score

Domain Raw Score	**Unsatisfactory** **0 - 11**	**Needs Improvement** **12 - 35**	**Effective** **36 - 53**	**Highly Effective** **54 - 60**
Summative Scale Value				

Domain 5: Building and Site Management	**Performance Values** (Check)				**Observation Code***
Performance Responsibilities	**U**	**NI**	**E**	**HE**	Indicate all that apply
68. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.	☐	☐	☐	☐	
69. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.	☐	☐	☐	☐	
70. The degree to which work orders are submitted and monitored in a timely manner.	☐	☐	☐	☐	

71. The degree to which the campus is made safe for students and staff from intruders.	☐	☐	☐	☐	
72. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.	☐	☐	☐	☐	
73. The degree to which the community is engaged in making the campus and facilities a source of community pride.	☐	☐	☐	☐	
74. The degree to which public access and presence on campus is monitored and controlled.	☐	☐	☐	☐	
75. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.					

Unsatisfactory		**X**	**0**	**=**
Needs Improvement		**X**	**.75**	**=**
Effective		**X**	**1.50**	**=**
Highly Effective		**X**	**1.88**	**=**
			Domain Raw Score	

Domain Raw Score	**Unsatisfactory** **0 - 2**	**Needs Improvement** **3 - 8**	**Effective** **9 - 13**	**Highly Effective** **14 - 15**
Summative Scale Value				

Domain 6: Core Concepts of Management	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
76. The degree to which planning is comprehensive, strategic, situational and understood as a core concept of management which requires a specific set of skills for implementation.	☐	☐	☐	☐	
77. The degree to which all activities, initiatives and events are organized, proffered and implemented with the highest degree of efficiency and clearly understood as a core concept of management.	☐	☐	☐	☐	
78. The degree to which staffing is understood as essential, strategic and interconnected to the talent pool necessary for effective systems implementation as a core concept of management.	☐	☐	☐	☐	
79. The degree to which directing, as a core concept of management, is utilized for successful follow through on initiatives, activities and events.	☐	☐	☐	☐	
80. The degree to which controlling is understood as a core concept of management and is correlated to the profound protocols of leadership.	☐	☐	☐	☐	

Unsatisfactory		X	0	=
Needs Improvement		X	2.80	=
Effective		X	5.60	=
Highly Effective		X	7.00	=
	Domain Raw Score			

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 - 35
Summative Scale Value				

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
81. High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.	☐	☐	☐	☐	
82. High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.	☐	☐	☐	☐	
83. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.	☐	☐	☐	☐	
84. High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.	☐	☐	☐	☐	
85. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.	☐	☐	☐	☐	

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.	☐	☐	☐	☐	
87. High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.	☐	☐	☐	☐	
88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.	☐	☐	☐	☐	
89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.	☐	☐	☐	☐	
90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.	☐	☐	☐	☐	
91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.	☐	☐	☐	☐	
92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.	☐	☐	☐	☐	
93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.	☐	☐	☐	☐	

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.	☐	☐	☐	☐	
95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.	☐	☐	☐	☐	
96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.	☐	☐	☐	☐	
97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.	☐	☐	☐	☐	
98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.	☐	☐	☐	☐	
99. High performing leaders continually conduct research and development for institutional growth purposes.	☐	☐	☐	☐	

Domain 7: Applied Protocols of Leadership (Continued)

Unsatisfactory		X	0	=
Needs Improvement		X	.74	=
Effective		X	1.47	=
Highly Effective		X	1.84	=

Domain Raw Score

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 - 35
Summative Scale Value				

Domain 8: Staff Development	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
100. Engage in continuing improvement of professional knowledge and skills.	☐	☐	☐	☐	
101. Assist others in acquiring new knowledge and understanding.	☐	☐	☐	☐	

102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	☐	☐	☐	☐	
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	☐	☐	☐	☐	
104. Participate in school data collection of teacher input on principal's performance assessment program.	☐	☐	☐	☐	
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.	☐	☐	☐	☐	
106. Supervise assigned personnel and make recommendations for appropriate employment action.	☐	☐	☐	☐	
107. Manage and administer personnel development through training, in-service and other developmental activities.	☐	☐	☐	☐	
108. Provide training opportunities and feedback to personnel at the assigned school.	☐	☐	☐	☐	
109. Perform all required professional development services.	☐	☐	☐	☐	

Domain 8: Staff Development (Continued)

Unsatisfactory		X	0	=	
Needs Improvement		X	.80	=	
Effective		X	1.60	=	
Highly Effective		X	2.00	=	
		Domain Raw Score			

Domain Raw Score	Unsatisfactory 0 - 3	Needs Improvement 4 - 11	Effective 12 - 17	Highly Effective 18 - 20
Summative Scale Value				

Student Growth and Achievement	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
110. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	☐	☐	☐	☐	

Unsatisfactory		X	74	=	
Needs Improvement		X	150	=	
Effective		X	186	=	
Highly Effective		X	198	=	
			Domain Raw Score		

Domain Raw Score	Unsatisfactory 0-74	Needs Improvement 75-150	Effective 151-186	Highly Effective 187-198
Summative Scale Value				

OVERALL RATING

	Points Earned
Domain 1: Institutional Growth and Development	
Domain 2: Applied Systems Science	
Domain 3: Institutional Climate	
Domain 4: Instructional Leadership	
Domain 5: Building and site Management	
Domain 6: Core Concepts of Management	
Domain 7: Applied Protocols of Leadership	
Domain 8: Staff Development	
Subtotal for Domains 1-8	_____ x 1.34 =

Student Growth and Achievement	

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-220	**221 - 450**	**451 - 560**	**561 – 600**

SCHOOL DISTRICT OF HAMILTON COUNTY

SCHOOL BASED ADMINISTRATOR

OBSERVATION AND DATA COLLECTION/ANALYSIS SUMMARY

Name   _____ Position

School/Dept.   School Year

	Points Earned
Domain 1: Institutional Growth and Development	
Domain 2: Applied Systems Science	
Domain 3: Institutional Climate	
Domain 4: Instructional Leadership	
Domain 5: Building and Site Management	
Domain 6: Core Concepts of Management	
Domain 7: Applied Protocol of Leadership	
Domain 8: Staff Development	
Subtotal for Domains 1-8	_____ x 1.34 =

Student Growth and Achievement	

Total Leadership Practice + Student Growth and Achievement Points = **Overall Score** _____

Information from parents was collected and analyzed in the preparation of this report.

Unsatisfactory	Needs Improvement	Effective	Very Effective
0-220	221-450	451-560	561-600

Comments of the Evaluatee _____

Comments of the Evaluator _____

(Domains 1-8)

_____   _____   _____   _____

Signature of Evaluatee   Date   Signature of Evaluator   Date

(SGA)

_____   _____   _____   _____

Signature of Evaluatee   Date   Signature of Evaluator   Date

This evaluation has been discussed with me ☐ Yes   ☐ No

5. Additional Requirements

The Hamilton County School District provides timely feedback to the individuals being evaluated by providing written documentation of their evaluation no later than 10 days after the evaluation takes place. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal observations and evaluations are required for employees in years 1-3, and a minimum of one formal evaluation is required for veteran employees.

Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

In-service training will be provided in the following areas of personnel performance appraisal:
- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use appropriate data collection tools.
- Data analysis skills.
- Written documentation.
- Conferencing, coaching and feedback skills.
- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include:

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals
- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

Two evaluations are required each year for instructional personnel in years one, two and three.

The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

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.

Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

B. Direct Documentation - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

9. Self-Evaluation
10. School Improvement Plan
11. Student Assessment Data
    - Classroom based assessment
    - Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
    - High School Competency Test
    - Formal and informal program reviews
12. Southern Association Accreditation Reports
13. School Climate Survey Instruments from **parents and students.**

14. Collect parent input by including the following statement on the Annual School Climate Survey: **"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."**
15. All duties required of the position (job descriptions)
16. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

C. 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.

D. Training Programs Competency Acquisition - Verified acquisition of specific competencies obtained through designated training programs within Hamilton County through the master in-service plan.

E. 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.

F. 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.

Professional Development Assistance Plan

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for this correction.

Beginning Teacher and Out-of Field Support

Each beginning teacher will be assigned a mentor or peer assistant advocate. These assignments will meet the requirements of Florida Statutes and State Board of Education rules. Teachers that are assigned to teach out-of –field will likewise be assigned a subject area mentor and perhaps, as necessary, a performance coach. The likewise, as necessary, will be giving opportunities to confer and observe subject area specialist teaching in their assigned field. Particular emphasis for professional learning activities, during the school year, will be provided. These initiatives will continue until the professional is reassigned to their certified area or until they achieve appropriate certification status.

Career Development

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the instructional employee. This discussion is to consider the long-term goals and developmental needs. . For additional reference, see Item 11, Professional Learning.

Coaching and Assistance

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, in-service training, observing a master teacher.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

6. District Evaluation Procedures

Evaluation Policies & Procedures:

- The Hamilton County School District shall:
  - Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract;
  - Submit the written report to the employee no later than 10 days after the evaluation takes place;
  - Discuss the written evaluation report with the employee;
  - Give the employee the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file;
  - Notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment
  - In order to access additional information regarding evaluation policies and procedures, go to the Hamilton County School District website at www.hamiltonfl.com, click Departments, click Administrative Services, and you will then locate the links to policies and procedures.

7. District Self-Monitoring

Evaluators are trained annually and understand 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 by providing written documentation of their evaluation no later than 10 days after the evaluation takes place which follows district policies and procedures in the implementation of our evaluation system. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. The supervisor and the administrative employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices. From this inventory, the supervisor and the administrative employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to a specific school. Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.

Performance Assessment Tasks and Timelines

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal evaluations are required for employees in years 1-3. A minimum of one is required for veteran employees. It is also expected that numerous

informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.

4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.

5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self-esteem.

7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.

9. The initial planning meeting is scheduled to repeat the cycle.

Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.] Each school based administrator is trained annually with our current evaluation system and scored for accuracy using inter-rater reliability training sessions. Each administrator must successfully complete the training and participate in the discussion sessions.
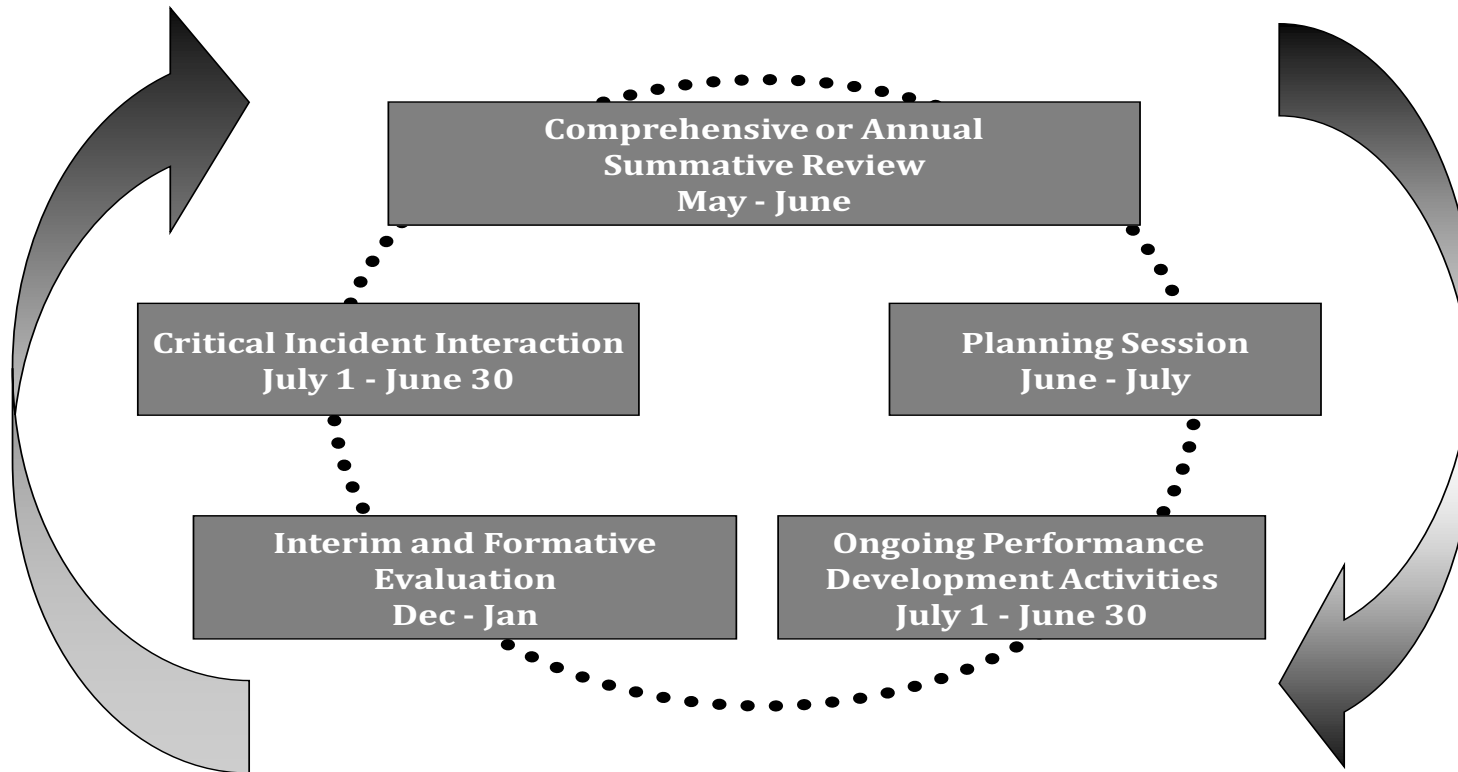
Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.] The human resources department and school principals monitor that timely feedback is being provided to the evaluated staff members.

Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.] Each Summer the Human Resources department works collaboratively with the Instructional Services department to review and ensure that evaluations are implemented properly.

Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.] Each teacher and school based administrator are required to have an Individual Professional Learning Plan which will identify their professional development needs. The process begins at the beginning of each school year, using both training and student growth data from the previous year, to use as a tool to develop a plan to help the staff member improve their craft. Data is collected during the year and examined at the end of the school year to determine if the plan was effective in the teacher/administrator's personal professional development.

Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]. By the end of each Summer, the district evaluation and data review team examines all pertinent school data to use in the formulation of both school and district improvement plans. Data is disaggregated and examined to find areas that each school and the district can improve.

Administrative Performance Appraisal

Tasks and Timelines

Comprehensive or Annual Summative Review
May - June

Critical Incident Interaction
July 1 - June 30

Planning Session
June - July

Interim and Formative Evaluation
Dec - Jan

Ongoing Performance Development Activities
July 1 - June 30

Performance Appraisal Tasks & Procedures

Comprehensive or Annual Summative Review
- Completing the assessment - a review of the data
- Performance Development - the year in review
- Notable strengths and significant contributions - celebrating success
- Leadership growth - direct organizational impact discussion
- Work site and job context focus areas - no surprises!

Planning Session
- Planning growth opportunities
- Negotiation of goals
- Scheduling reviews
- Identifying focus areas
- Direct coaching
- Planning employee participation and contribution to appraisal system
- Identifying connectivity to School Improvement Plan
- Establishing comprehensive feedback circle
- Clarify standards of measurement

On-going Performance Development Activities
- Collecting data
- Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- Coaching and career development from planned interaction
- Learning from experience through reflection and planned interaction with leadership team
- Professional learning with correlation from "PD360" or other similar systems

Interim - Formative Reviews
- Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- Review data collection - informal portfolio, share and receive preliminary feedback
- Clarify standards of measurements

- Discuss noteworthy achievements
- Provide coaching and encouragement in focus areas

Critical Incident Interactions

- Ongoing interactions to capture learning from experience.
- The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.

Performance Appraisal Summary

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises.** The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and school based administrators and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

Annual Review of Evaluation System

The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indictor. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. This process will continue annually and all amended evaluation systems will comply with Florida Statutes.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:
- ☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:
- ☐ The percentage of the evaluation system that is based on the instructional leadership criterion.
- ☐ At least one-third of the evaluation is based on instructional leadership.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

      ☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

      ☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

Other Indicators of Performance

The district has provided and meets the following criteria:

☐ Described the additional performance indicators, if any.
☐ The percentage of the final evaluation that is based upon the additional indicators.
☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

☐ Summative evaluation form(s).
☐ Scoring method, including how it is calculated and combined.
☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All school administrators must be evaluated at least once a year.

For school administrators:
- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Description of the district's peer assistance process, if any.
- ☐ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➢ That the evaluator must discuss the written evaluation report with the employee.
  - ➢ That 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.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ 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 evaluation system(s).
☐ The use of evaluation data to identify individual professional development.
☐ The use of evaluation data to inform school and district improvement plans.