2017-2018

Administrative Evaluation System

Seminole County School District

Dr. Walt Griffin, Superintendent

2017-2018

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

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1. Performance of Students

Performance of Students Metric

In compliance with the provisions of FS 1012.34, all school-based administrators will be evaluated using a measurement of student performance. The following provisions will be used for the 2017-2018 school year.

> 1. SCPS will use a value-added formula to measure student learning growth on the Florida Standards Assessment (FSA). The formula will be applied to all school-based administrators.
>
> 2. All administrators will receive a single value-added score created by aggregating the value-added scores at that school from all grade levels for both ELA and mathematics.

Determining Performance of Students Ratings from Value-Added Models

When converting an administrator's value-added score to an evaluation rating, SCPS will use the standard error to construct confidence intervals. These confidence intervals assure that administrators are placed in an appropriate evaluation category by balancing the need for both precision and accuracy. Consistent with best practices in educational research and prior applications of value-added models, all uses of value-added scores for evaluation purposes will include a confidence interval that adjusts the point estimate for two standard errors. This procedure allows for a confidence interval that approximates, with 95% confidence, that an administrator is placed in the appropriate evaluation category.

An administrator's value-added and standard error score will be converted to an evaluation rating using the following business rules:
1. Any administrator whose entire confidence interval is greater than or equal to +0.10 (10% or more of a year's growth above average), will receive a rating of HIGHLY EFFECTIVE and a corresponding evaluation score of 4.00.
2. Any administrator whose confidence interval is not entirely less than or equal to -0.10 nor entirely greater than or equal to +0.10 is sufficiently close to the mean value-added score to suggest some evidence of effective instruction and student learning. In this case, the employee will receive a rating of EFFECTIVE and a corresponding evaluation score of 2.25.
3. Any administrator whose entire confidence interval is less than or equal to -0.10 (10% or more of a year's growth below average) but not less than or equal to -0.15, will receive a rating of NEEDS IMPROVEMENT (Category II personnel) or DEVELOPING (Category I personnel) and a corresponding evaluation score of 1.62.
4. Any administrator whose entire confidence interval is less than or equal to -0.15(15% or more of a year's growth below average), will receive a rating of UNSATISFACTORY and a corresponding evaluation score of 0.

Aggregating Results to Determine Overall Performance of Students Rating

Data from up to three school years will be used in each school administrator's evaluation. A score and rating for each year's data will be calculated separately, and then the scores will be aggregated together to determine the overall performance of students rating.

Final Evaluation Rating

For each school year, the annual evaluation rating will result from the combination of:

Calculation of Components—

The final evaluation rating will combine three components:

--Leadership practice score	56%
--Deliberate practice score (additional metric)	10%
--Performance of students	34%

Since all components are scored on a four-point scale, the score from each component will be weighted in accordance with the above percentages and then added together to create the Final Evaluation score.

Final Evaluation Ratings & Descriptors

Highly Effective	2.50-4.00	Performs above expectations
Effective	2.00-2.49	Meets expectations
Developing	1.25-1.99	Does not consistently meet expectations
Unsatisfactory	0.00-1.24	Does not meet expectations

2. Instructional Leadership

Leadership Practice Metric Overview

SCPS has adopted the Marzano School Leadership Evaluation Model for Florida by Dr. Robert Marzano. This framework for leadership evaluation closely parallels the district's approved teacher evaluation system (also developed by Dr. Marzano). SCPS believes that the alignment of its teacher and school administrator evaluation systems will promote mutual accountability for student learning growth.

Marzano School Leadership Evaluation Model materials are included in the following appendices:
Appendix A: Model Overview—includes learning map with all indicators.
Appendix B: Research Framework and Crosswalk.
Appendix C: Indicator Protocols—includes for each indicator a look-for statement, scoring scale with descriptors, and list of evidences.
Appendix D: Evaluation Form—as digitized in the school district's electronic evaluation tool.

Leadership Practice Metric Scoring

Each administrator's leadership practice score will be based on the ratings of his/her supervisor on the 26 indicators in the Marzano Leadership Evaluation system. Each indicator has ratings and scores as follows:

Highly Effective+:   Score of 4.0
Highly Effective: Score of 3.0
Effective: Score of 2.0
Needs Improvement: Score of 1.0
Unsatisfactory: Score of 0.0

The score on each indicator is then multiplied by the indicator's weight as follows:

Domain	Indicator	Value
1	1	.04
1	2	.03
1	3	.03
1	4	.03
1	5	.04
2	6	.09
2	7	.08
2	8	.07
2	9	.03
2	10	.03

2	11	.04
3	12	.07
3	13	.03
3	14	.03
3	15	.03
4	16	.03
4	17	.03
4	18	.03
4	19	.03
4	20	.03
5	21	.03
5	22	.03
5	23	.03
5	24	.03
5	25	.03
5	26	.03

The resulting products are added together to determine the administrator's leadership practice score and rating:

Highly Effective:	2.50-4.00
Effective:	2.00-2.49
Needs Improvement:	1.25-1.99
Unsatisfactory:	0.00-1.24

Appendix A: Marzano Leadership Model Overview

Appendix B: Research Framework and Crosswalk

Appendix C: Indicator Protocols

Appendix D: Marzano Leadership Model Evaluation & Deliberate Practice Forms

3. Other Indicators of Performance

Additional Metric

SCPS phased in the additional metric of deliberate practice in school year 2013-2014. Evaluations from the previous year will serve as a baseline for determining deliberate practice priorities for current school year. The following guidelines will govern administration of deliberate practice:

--The deliberate practice plan will also serve as the school administrator's individualized leadership development plan. Each administrator's plan is subject to approval by the designated supervisor as described above.

--Administrators may choose 1, 2, or 3 indicators for deliberate practice each year.

--Each deliberate practice indicator will be scored by comparing the baseline score (selected by employee) to the last rating of the indicator that counts toward the annual evaluation. The administrator will receive the highest score of two separately calculated scores: one that considers growth and one that considers the finish level. Scores on deliberate practice will range from 0.0 (lowest) to 4.0 (highest).

--Deliberate practice counts as 10% of the summative evaluation score.

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5	25	.03
5	26	.03

The resulting products are added together to determine the administrator's leadership practice score and rating:

Highly Effective: 2.50-4.00
Effective: 2.00-2.49
Needs Improvement: 1.25-1.99
Unsatisfactory: 0.00-1.24

4. Summative Evaluation Score

Evaluation Cycle

SCPS administrators will participate in a seven-step process:

Step 1: Orientation: The district will provide orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system. All leaders and evaluators will have access to the content and processes that are subject to the evaluation system. Each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system.

Step 2: Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. The leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement goals at the school.

Step 3: Initial Meeting: A meeting on expectations held between the leader and supervisor to address evaluation processes, discuss any priority domains/indicators for the administrator or school, and data collection methods.

Step 4: Data Collection: Evidence is gathered that provides insights on the leader's proficiency on the indicators. Evidence may be gathered by the administrator, the evaluator, and others who can provide input to the evaluator. Data collection is a year-long process that includes regular feedback to the administrator on progress. During the ongoing data collection process, the evaluator may choose to conduct a general assessment of the administrator using the Marzano instrument and provide ratings on some or all indicators. General assessments are optional and will be considered formative in nature.

Step 5: Mid-Year Review: At a mid-year point, a progress review is conducted. Actions and impacts of actions taken on priorities identified in Step 3 are reviewed. Both the evaluator and administrator discuss the indicators and evidences observed to date. Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, the evaluator and administrator should discuss a plan for gathering evidence needed. Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.

Step 6: Prepare Annual Evaluation: The annual evaluation form is prepared by the evaluator and a performance rating is assigned for each indicator. This process and all related calculations will be conducted in iObservation.

Step 7: Annual Evaluation Conference: The evaluator reviews the summative evaluation form with the administrator and finalizes the leadership practice score. Initial priorities for the next school year should be identified.

Final Evaluation Rating

For each school year, the annual evaluation rating will result from the combination of:

Calculation of Components—

The final evaluation rating will combine three components:

--Leadership practice score	56%
--Deliberate practice score (additional metric)	10%
--Performance of students	34%

Since all components are scored on a four-point scale, the score from each component will be weighted in accordance with the above percentages and then added together to create the Final Evaluation score.

Final Evaluation Ratings & Descriptors

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Developing	1.25-1.99	Does not consistently meet expectations
Unsatisfactory	0.00-1.24	Does not meet expectations

Summative Evaluation Forms: Appendix D

General Use of Evaluation Results

The following individuals will participate in the continuous improvement process for leadership evaluation and related professional development:

- --Superintendent
- --Deputy Superintendent for Instruction
- --Executive Directors for Elementary Education
- --Executive Directors for Secondary Education
- --Executive Director of Human Resources
- --Director of Employee Relations
- --Director of Teaching & Learning
- --Director of Leadership Pathways
- --Chief Information Officer
- --Director of ePathways & Strategic Partnerships

The following work groups in the district will participate in the continuous improvement process for leadership evaluation and related professional development:

- --Educational Support Team (EST), led by Superintendent
- --Instructional Support Team (IST), led by Deputy Superintendent for Instruction
- --Principals' Forums, led by Superintendent
- --Administrator Evaluation Committee, led by Director of Employee Relations

All of these individuals and groups will have access to aggregated leadership evaluation data from iObservation. Data will be processed by a Performance Data Analyst in the district's Assessment and Accountability Department.

Data from the leadership model evaluation system will be collected, analyzed, and used by the above individuals and groups to:

- --Inform development of district and school improvement plans. Evaluation results, including student learning growth data, will be reviewed by EST and IST using its standard Continuous Improvement Model (CIM) process. Issues identified through CIM will be incorporated into district/school improvement plans where appropriate.

- --Provide the district's Executive Directors, Director of Leadership Pathways, and the Director of Teaching & Learning with a comprehensive picture of administrative strengths and development needs. Executive Directors will have access to evaluation data, including student learning growth data, for the schools and administrators they supervise. Executive Directors will use this data in their planning for following year professional development with principals and assistant principals: including the selection of possible topics for administrator Professional Learning Communities (PLCs), book studies, leadership conferences, and workshops conducted by outside providers, etc.

These needs will be included in district-level discussions regarding funding priorities and the update of the district's Master In-Service plan.

--Provide each principal with a comprehensive picture of the strengths and development needs of his/her assistant principals. This data will aid in the principal's planning of future administrative meetings, PLC meetings, duty assignments/responsibilities, and growth plans.

--Inform development of each administrator's Individual Leadership Development Plan, which will include the additional metric of deliberate practice. Each administrator will have access via iObservation to annual evaluation data, including a summary of evidences collected for each indicator.

--Build inter-rater reliability among evaluators. Data that includes distribution of indicator-level and overall ratings will be provided to the Superintendent, Deputy Superintendent, and Executive Directors. These personnel will identify concerns and create action plans for improving inter-rater reliability, including additional opportunities for dialogue among raters, scoring practice, and additional training if needed.

--Monitoring implementation of the state's priority Continuous Improvement Processes, including monitoring of teaching practice on high effect-size strategies, timely and actionable feedback on practices observed, and monitoring of the implementation of individual improvement plans. The individuals and groups noted above will use walkthrough data in iObservation and teacher IPDP/growth plans to ensure that these processes have been prioritized by school administrators.

--Evaluate the effectiveness of leadership professional development by examining the link between evaluation ratings and participation in specific opportunities offered by the district. SCPS will review and, where appropriate, apply best practices in professional development evaluation learned by the district at future FDOE technical assistance opportunities.

--Facilitate completion of annual reports due to the Florida Department of Education. The four groups noted above will be involved in this process and the designee of the Deputy Superintendent for Instruction will be responsible for finalizing and submitting reports.

--Facilitate conversation about the overall impact of the leadership evaluation system on student achievement, teacher performance, and the goals in the district's strategic plan. These discussions will be a part of the work of all groups identified above.

--Contribute to development of the district's LIIS. The groups listed above will review evaluation data to determine what information should be retained for longitudinal analysis and other purposes. Based on this analysis, teams from the Information Services, Human Resources, Assessment and Accountability, and Teaching and Learning departments will work together to determine the best ways to integrate this data into one or more of the district's information systems.

5. Additional Requirements

Evaluation of School Administrators

All school administrators employed by SCPS will receive an annual evaluation that leads to a summative performance rating that will be reported to the Florida Department of Education.

The evaluation of a school administrator will be completed by his/her immediate supervisor. For assistant principals at all grade levels, the supervisor will be the school principal. For elementary school principals, the supervisor will be the designated Executive Director for Elementary Education. For secondary school principals, the supervisor will be the designated Executive Director for Secondary Education.

Where appropriate, the evaluating administrator may consider input from parents, instructional personnel, and other school-based or district administrators. No formal instrument will be used to directly solicit input from these stakeholders.

Training

For the 2012-2013 school year, evaluators of school administrators will receive training on the new evaluation system from district administrators and from external professional development providers who are experts in the model selected by SCPS. This training will include Florida's common language of instruction, the performance expectations in the evaluation system indicators, and the proper use of evaluation criteria and procedures.

For the 2013-2014 school year and beyond, the Executive Directors responsible for supervision of principals will lead their respective principal groups through a Professional Learning Community experience focusing on instructional leadership aligned with the evaluation indicators.

All school administrators will receive information about the SCPS evaluation system and training in the evaluation model from district administrators and the immediate supervisor. This training will include the Florida Principal Leadership Standards, Florida's common language of instruction, and the performance expectations in the evaluation system indicators.

Evaluation Cycle

SCPS administrators will participate in a seven-step process:

Step 1: Orientation: The district will provide orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system. All leaders and evaluators will have access to the content and processes that are subject to the evaluation system. Each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system.

Step 2: Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. The leader's self-assessment from the orientation step

moves to more specific identification of improvement priorities. The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement goals at the school.

Step 3: Initial Meeting: A meeting on expectations held between the leader and supervisor to address evaluation processes, discuss any priority domains/indicators for the administrator or school, and data collection methods.

Step 4: Data Collection: Evidence is gathered that provides insights on the leader's proficiency on the indicators. Evidence may be gathered by the administrator, the evaluator, and others who can provide input to the evaluator. Data collection is a year-long process that includes regular feedback to the administrator on progress. During the ongoing data collection process, the evaluator may choose to conduct a general assessment of the administrator using the Marzano instrument and provide ratings on some or all indicators. General assessments are optional and will be considered formative in nature.

Step 5: Mid-Year Review: At a mid-year point, a progress review is conducted. Actions and impacts of actions taken on priorities identified in Step 3 are reviewed. Both the evaluator and administrator discuss the indicators and evidences observed to date. Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, the evaluator and administrator should discuss a plan for gathering evidence needed. Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.

Step 6: Prepare Annual Evaluation: The annual evaluation form is prepared by the evaluator and a performance rating is assigned for each indicator. This process and all related calculations will be conducted in iObservation.

Step 7: Annual Evaluation Conference: The evaluator reviews the summative evaluation form with the administrator and finalizes the leadership practice score. Initial priorities for the next school year should be identified.

Role of Parent Input

Parents may share compliments and concerns about instructional personnel with a supervising administrator at any time. A teacher and administrator may jointly review parent communications as part of the evaluation process

Peer Review

SCPS does not use a peer review/assistance process as part of the evaluation system. Current peer assistance programs, including SCPS Induction and Alternative Certification, will continue outside of the formal evaluation process.

General Use of Evaluation Results

The following individuals will participate in the continuous improvement process for leadership evaluation and related professional development:

--Superintendent
--Deputy Superintendent for Instruction
--Executive Directors for Elementary Education
--Executive Directors for Secondary Education
--Executive Director of Human Resources
--Director of Employee Relations
--Director of Teaching & Learning
--Director of Leadership Pathways
--Chief Information Officer
--Director of ePathways & Strategic Partnerships

The following work groups in the district will participate in the continuous improvement process for leadership evaluation and related professional development:

--Educational Support Team (EST), led by Superintendent
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--Administrator Evaluation Committee, led by Director of Employee Relations

All of these individuals and groups will have access to aggregated leadership evaluation data from iObservation. Data will be processed by a Performance Data Analyst in the district's Assessment and Accountability Department.

Data from the leadership model evaluation system will be collected, analyzed, and used by the above individuals and groups to:

--Inform development of district and school improvement plans. Evaluation results, including student learning growth data, will be reviewed by EST and IST using its standard Continuous Improvement Model (CIM) process. Issues identified through CIM will be incorporated into district/school improvement plans where appropriate.

--Provide the district's Executive Directors, Director of Leadership Pathways, and the Director of Teaching & Learning with a comprehensive picture of administrative strengths and development needs. Executive Directors will have access to evaluation data, including student learning growth data, for the schools and administrators they supervise. Executive Directors will use this data in their planning for following year professional development with principals and assistant principals: including the selection of possible topics for administrator Professional Learning Communities (PLCs), book studies, leadership conferences, workshops conducted by outside providers, etc. These needs will be included in district-level discussions regarding funding priorities and the update of the district's Master In-Service plan.

--Provide each principal with a comprehensive picture of the strengths and development needs of his/her assistant principals. This data will aid in the principal's planning of future administrative meetings, PLC meetings, duty assignments/responsibilities, and growth plans.

--Inform development of each administrator's Individual Leadership Development Plan, which will include the additional metric of deliberate practice. Each administrator will have access via iObservation to annual evaluation data, including a summary of evidences collected for each indicator.

--Build inter-rater reliability among evaluators. Data that includes distribution of indicator-level and overall ratings will be provided to the Superintendent, Deputy Superintendent, and Executive Directors. These personnel will identify concerns and create action plans for improving inter-rater reliability, including additional opportunities for dialogue among raters, scoring practice, and additional training if needed.

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--Evaluate the effectiveness of leadership professional development by examining the link between evaluation ratings and participation in specific opportunities offered by the district. SCPS will review and, where appropriate, apply best practices in professional development evaluation learned by the district at future FDOE technical assistance opportunities.

--Facilitate completion of annual reports due to the Florida Department of Education. The four groups noted above will be involved in this process and the designee of the Deputy Superintendent for Instruction will be responsible for finalizing and submitting reports.

--Facilitate conversation about the overall impact of the leadership evaluation system on student achievement, teacher performance, and the goals in the district's strategic plan. These discussions will be a part of the work of all groups identified above.

--Contribute to development of the district's LIIS. The groups listed above will review evaluation data to determine what information should be retained for longitudinal analysis and other purposes. Based on this analysis, teams from the Information Services, Human Resources, Assessment and Accountability, and Teaching and Learning departments will work together to determine the best ways to integrate this data into one or more of the district's information systems.

6. District Evaluation Procedures

Superintendent Review

Administrator evaluation data is provided to the Superintendent for review annually.

Post Conference

The evaluator will meet with administrator within 10 days of mid-year and end of year evaluation and provide written feedback.

Evaluation Cycle

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Step 7: Annual Evaluation Conference: The evaluator reviews the summative evaluation form with the administrator and finalizes the leadership practice score. Initial priorities for the next school year should be identified.

DOE Reporting

SCPS doesn't have any administrators that have received two unsatisfactory evaluations.

7. District Self-Monitoring

Evaluation of School Administrators

All school administrators employed by SCPS will receive an annual evaluation that leads to a summative performance rating that will be reported to the Florida Department of Education.

The evaluation of a school administrator will be completed by his/her immediate supervisor. For assistant principals at all grade levels, the supervisor will be the school principal. For elementary school principals, the supervisor will be the designated Executive Director for Elementary Education. For secondary school principals, the supervisor will be the designated Executive Director for Secondary Education.

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For the 2013-2014 school year and beyond, the Executive Directors responsible for supervision of principals will lead their respective principal groups through a Professional Learning Community experience focusing on instructional leadership aligned with the evaluation indicators.

All school administrators will receive information about the SCPS evaluation system and training in the evaluation model from district administrators and the immediate supervisor. This training will include the Florida Principal Leadership Standards, Florida's common language of instruction, and the performance expectations in the evaluation system indicators.

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Step 7: Annual Evaluation Conference: The evaluator reviews the summative evaluation form with the administrator and finalizes the leadership practice score. Initial priorities for the next school year should be identified.

General Use of Evaluation Results

The following individuals will participate in the continuous improvement process for leadership evaluation and related professional development:

--Superintendent
--Deputy Superintendent for Instruction
--Executive Directors for Elementary Education
--Executive Directors for Secondary Education
--Executive Director of Human Resources
--Director of Employee Relations
--Director of Teaching & Learning
--Director of Leadership Pathways
--Chief Information Officer
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The following work groups in the district will participate in the continuous improvement process for leadership evaluation and related professional development:

--Educational Support Team (EST), led by Superintendent
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--Principals' Forums, led by Superintendent
--Administrator Evaluation Committee, led by Director of Employee Relations

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Data from the leadership model evaluation system will be collected, analyzed, and used by the above individuals and groups to:

--Inform development of district and school improvement plans. Evaluation results, including student learning growth data, will be reviewed by EST and IST using its standard Continuous Improvement Model (CIM) process. Issues identified through CIM will be incorporated into district/school improvement plans where appropriate.

--Provide the district's Executive Directors, Director of Leadership Pathways, and the Director of Teaching & Learning with a comprehensive picture of administrative strengths and development needs. Executive Directors will have access to evaluation data, including student learning growth data, for the schools and administrators they supervise. Executive Directors will use this data in their planning for following year professional development with principals and assistant principals: including the selection of possible topics for administrator Professional Learning Communities (PLCs), book studies, leadership conferences, and workshops conducted by outside providers, etc. These needs will be included in district-level discussions regarding funding priorities and the update of the district's Master In-Service plan.

--Provide each principal with a comprehensive picture of the strengths and development needs of his/her assistant principals. This data will aid in the principal's planning of future administrative meetings, PLC meetings, duty assignments/responsibilities, and growth plans.

--Inform development of each administrator's Individual Leadership Development Plan, which will include the additional metric of deliberate practice. Each administrator will have access via iObservation to annual evaluation data, including a summary of evidences collected for each indicator.

--Build inter-rater reliability among evaluators. Data that includes distribution of indicator-level and overall ratings will be provided to the Superintendent, Deputy Superintendent, and Executive Directors. These personnel will identify concerns and create action plans for improving inter-rater reliability, including additional opportunities for dialogue among raters, scoring practice, and additional training if needed.

--Monitoring implementation of the state's priority Continuous Improvement Processes, including monitoring of teaching practice on high effect-size strategies, timely and actionable feedback on practices observed, and monitoring of the implementation of individual improvement plans. The individuals and groups noted above will use walkthrough data in iObservation and teacher IPDP/growth plans to ensure that these processes have been prioritized by school administrators.

--Evaluate the effectiveness of leadership professional development by examining the link between evaluation ratings and participation in specific opportunities offered by the district. SCPS will

review and, where appropriate, apply best practices in professional development evaluation learned by the district at future FDOE technical assistance opportunities.

--Facilitate completion of annual reports due to the Florida Department of Education. The four groups noted above will be involved in this process and the designee of the Deputy Superintendent for Instruction will be responsible for finalizing and submitting reports.

--Facilitate conversation about the overall impact of the leadership evaluation system on student achievement, teacher performance, and the goals in the district's strategic plan. These discussions will be a part of the work of all groups identified above.

--Contribute to development of the district's LIIS. The groups listed above will review evaluation data to determine what information should be retained for longitudinal analysis and other purposes. Based on this analysis, teams from the Information Services, Human Resources, Assessment and Accountability, and Teaching and Learning departments will work together to determine the best ways to integrate this data into one or more of the district's information systems.

Use of Evaluation Results to Make Human Capital Decisions

SCPS will comply with all state statutes and administrative rules regarding the use of evaluation results to make human capital decisions. The Executive Director of Human Resources and Executive Directors for Elementary and Secondary Education are responsible for human capital decisions related to principals and assistant principals. Specifically, this group:

--Collaborates in making recommendations to the Superintendent regarding release of personnel on probationary contract during the contract period.

--Accesses evaluation history data for their current and prospective principals and assistant principals and can use this data when making leadership decisions and employment recommendations to the Superintendent (eg promotion to assistant principal/principal, mentoring new principals/assistant principals, nomination to district PD cohorts/academies, etc.).

--Collaborates in making recommendations to the Superintendent regarding renewal or non-renewal of principals and assistant principals, all of whom are on annual contract.

--The Executive Director of Human Resources and Director of Employee Relations collaborate to maintain and monitor a list of administrators who may be subject to termination under Florida Statute 1012.33 and/or 1012.34, and communicates this information to Executive Directors and the Superintendent.

--The Executive Director of Human Resources provides Executive Directors with lists of administrators who are missing critical requirements (state recertification, ESOL endorsement, etc.) for purposes of making human capital decisions.

Annual Revisions

SCPS will conduct an annual review of its leadership evaluation system and submit updates to FDOE if the Superintendent determines that changes are necessary. See the *Use of Evaluation Results* section above for a list of individuals and groups who will be involved in the annual feedback process. Additional input will be solicited from the district's Teacher Evaluation Committee, the Seminole Association of School

Administrators, and from all interested administrators through their respective principals and Executive Directors.

Domain 1

A Data-Driven Focus On Student Achievement

Element 1: FL: 1.1, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 9.2
The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Element 2: FL: 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 6.2, 9.2
The school leader ensures high expectations with measurable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

Element 3: FL: 1.2, 1.4, 3.3, 6.1, 9.2
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Element 4: FL: 1.4, 2.1, 3.3, 5.4, 9.2
The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Element 5: FL: 1.4, 2.3, 2.4, 5.1, 5.2, 5.4, 9.2
The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals.

Domain 2

Continuous Improvement of Instruction

Element 1: FL: 2.1, 3.1, 4.1, 5.3, 6.1
The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Element 2: FL: 3.6, 4.2, 4.7
The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Element 3: FL: 1.2, 2.1, 3.1, 3.2, 3.6, 4.3, 4.4, 5.3, 6.1, 6.3
The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Element 4: FL: 1.2, 3.2, 3.6, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1
The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Element 5: FL: 3.6, 4.4, 4.6, 4.7
District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Element 6:
The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Marzano Leadership Evaluation Model
Learning Map

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 3

A Guaranteed and Viable Curriculum

Element 1: FL: 1.1, 2.4, 3.2, 3.4, 3.5
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2: FL: 3.2, 3.4, 3.6, 5.1
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3: FL: 2.2, 3.2, 3.3, 3.4, 5.4, 6.3
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Element 4:
The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Domain 4

Communication, Cooperation and Collaboration

Element 1: FL: 4.4, 4.5, 8.3, 9.1, 10.2
The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Element 2: FL: 4.6, 6.4, 7.1, 7.2, 7.3, 8.3, 9.1
The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Element 3: FL: 2.1, 4.4, 4.5, 4.6, 5.3, 6.3, 6.4, 7.2, 8.3, 9.1, 9.3
The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Element 4: FL: 4.6, 5.3, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 8.3, 9.1, 9.3, 10.1, 10.3
The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Element 5: FL: 5.1, 5.2, 5.3, 6.2, 6.5, 7.4, 9.1, 9.3, 10.1
The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Domain 5

School Climate

Element 1: FL: 4.5, 6.2, 7.1, 9.3, 10.1, 10.2, 10.3, 10.4
The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Element 2: FL: 2.2, 2.3, 5.1, 5.2, 5.3, 5.4, 6.2, 10.3, 10.4
The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Element 3: FL: 2.2, 5.1, 9.1
The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Element 4: FL: 2.2, 5.1, 7.4, 9.1, 9.3
The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Element 5: FL: 4.5, 4.6, 5.2, 6.2, 6.4, 6.5, 8.1, 8.2, 9.2
The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6: FL: 5.2, 5.3, 7.1, 7.2, 9.4
The school leader acknowledges the success of the whole school, as well as individuals within the school.

CROSSWALK: Evaluation Indicators and State Requirements
Marzano School Leadership Evaluation Model

School Leader Evaluation and Requirements in Florida statutes and State Board of Education Rules

This form may be used to reveal the alignment of district evaluation system indicators with requirements of 1012.34, F.S. and State Board of Education Rules

Organization: SBE rule 6A-5.030 requires that instructional and school administrator evaluation systems include indicators organized into domains. Describe how this evaluation system is organized:

> **The Marzano School Leadership Evaluation Model** is organized in 5 Domains with 26 Elements of school leader behavior that links contemporary research-based strategies to student achievement.
>
> A summary of the domains and elements are as follows: Domain 1 – A Data-Driven Focus on Student Achievement (5 elements); Domain 2 – Continuous Improvement of Instruction (6 elements); Domain 3 – A guaranteed and Viable Curriculum (4 elements); Domain 4 – Communication, Cooperation and Collaboration (5 elements); and Domain 5 – School Climate (6 elements). Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by I, II, III, IV, V, and the supporting Elements are identified in parenthesis, i.e. (1). The attached crosswalk (Appendix A) demonstrates alignment of elements in the Marzano Leadership Evaluation Model to indicators in the FSLA.
>
> In addition to the Domains and Elements (indicators), Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale (see attached Appendix B). The Domains, Elements, and Evidences support the evaluation criteria required by State Statues and SBE rules. **Evidences indicated with an * are required evidences for the related element**.
>
> The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards. The Marzano School Leadership Model also aligns with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.
>
> Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice by the school leader.

(*) Denotes required evidence

EVALUATION INDICATOR ALIGNMENTS

State statutes and SBE Rules	Evaluation System Indicators
Section A. 1012.34 (3) (a) (3) F.S. For school administrators, evaluation criteria must include indicators on the following as specified in statute	**The Marzano Leadership Evaluation Model for School Leader has elements/indicators and evidences which demonstrate evaluation criteria as referenced in each section meets the requirements of state statutes.**
1. The effectiveness of classroom teachers in the school.	****Marzano uses the terminology pedagogical strengths and weaknesses to equate with effectiveness of classroom teachers which is then measured by student achievement data. Marzano's teacher evaluation model that is used by the school leader is designed to continually evaluate the effectiveness of classroom teachers**. **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

	Evidences: - The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model * - The school leader can describe effective practices and problems of practice of the teachers in the school* - The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning* - The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE - Walk-through or other informal observation data are aggregated in such a way as to disclose predominate instructional practices in the school **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** - The school leader can link teacher evaluation data with student achievement data* - Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses* - School leader provides frequent and meaningful feedback to teachers utilizing virtual and face-to-face conferencing
2. The administrator's appropriate use of evaluation criteria procedures.	**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** - Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses* - Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers* - Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data - School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** - The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model* - Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school * - The school leader can describe effective practices and problems of practice using standards based content and the school instructional model - The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
3. Recruitment and retention of effective and highly effective classroom teachers.	**Domain II - Element 2** - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population. **Evidences:**

	• The school leader has demonstrated a track record of hiring effective and highly effective teachers • The school leader has a system in place to effectively evaluate the selection process for hiring new teachers • The school leader has a track record of retaining effective teachers • The school leader has a system in place to effectively evaluate and revise the new teacher induction program
4. Improvement in the percentage of instructional personnel evaluated at the highly effective or effective level.	**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** • The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels * • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
5. Other leadership practices that result in student learning growth.	**Deliberate Practice Additional Metric – See Appendix C** **Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. **Evidences:** • The school leader analyzes achievement data for student subgroups within the school • Individual student achievement is examined from the perspective of value-added results • Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments) • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement • Teachers regularly analyze school growth data for individual students • School leadership teams regularly analyze individual student performance data **Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • Learning goals are established for eliminating the achievement gap for all students • Scales are in place to chart student and school progress towards meeting the curricular standards **Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. **Evidences:** • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain ***** Another leadership practice that ensures student growth is the focus on instructional practice as research clearly links instructional practice with student achievement.** **Domain II - Element 1** - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. **Evidences:**

	• The school-wide language of instruction is used regularly by faculty in their professional learning communities **Domain II - Element 3 -** The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** • The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE **Domain III - Element 3 -** The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. **Evidences:** • Tracking systems are in place that examine each student's access to the essential elements of the curriculum **Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** • Professional learning communities (PLCs) are in place • Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader actively promotes practices and policies acknowledging the diversity in the school
6. Indicators based upon each of the leadership standards adopted by the State Board of Education. (Note: Indicators related to leadership standards in the Florida Principal Leadership Standards, SBE rule 6A-5.080) are in section B below. Indicators in proposed SBE rule SBE rule 6A-5.030 as listed section C below:	
Section B **Indicators aligned to Florida Principal Leadership Standards (FPLS) SBE rule 6A-5.080**	**Elements/indicators and evidences aligned to Florida Principal Leadership standards are cross walked as follows:**

Standard 1: Student Learning Results: Effective school leaders achieve results on the school's student learning goals.	Domain I - Element 4 - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. **Evidences:** • The school leader achieves results on the school's learning goals * • Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students * • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
a. The school's learning goals are based on the state's adopted student academic standards and the districts adopted curricula.	**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • Learning goals are established based on state and district curriculum and academic standards * **Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. **Evidences:** • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments * • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain
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 I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. **Evidences:** • Student learning results are evidenced by the results of student growth and progress on state and district assessments* • Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)* **Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. **Evidences:** • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain **Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. **Evidences:** • Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards
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.	**Student Learning As a Priority is evidenced and cross walked in multiple elements/indicators and evidences in the Marzano Leadership Evaluation model to demonstrate effective school leaders make student learning their top priority and builds and supports a learning organization focused on student success.**

a. Enables faculty and staff to work as a system focused on student learning.	**The Marzano Leadership Model has multiple elements (indicators that clearly enable faculty and staff to work as a system focused on student learning:** **Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. **Evidences:** • Faculty and staff work as a system focused on student learning* • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement **Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • School-wide achievement goals are discussed regularly at faculty and professional learning meetings • Scales are in place to chart student and school progress towards meeting the curricular standards **Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. **Evidences:** • Teachers regularly analyze school growth data for individual students
b. Maintains a school climate that supports student engagement in learning.	**Domain V - Element 3** - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment. **Evidences:** • Instructional and behavioral routines and procedures are in place to support student engagement in learning* • The school leader maintains a school climate to support student engagement in learning* • Highly engaged classroom practices are routine at the school* **Domain V - Element 4** - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. **Evidences:** • Instructional strategies for highly engaged classrooms are part of the school learning environment*
c. Generates high expectations for learning growth by all students.	**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • The school leader establishes high expectations for all students to show learning growth* • Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Learning goals are established for eliminating differences in achievement for all subgroups

	in the school
	• Learning goals are established for eliminating the differences in achievement for English language learners
	• Learning goals are established for eliminating the differences in achievement for students with disabilities
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school	**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • Learning goals are established for eliminating the achievement gap for all students* • Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction • Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap* **Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. **Evidences:** • The school leader analyzes achievement data for student subgroups within the school • When asked, faculty and staff can analyze data of their individual students including all subgroups **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** • Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning* • When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students
Standard 3: <u>Instructional Plan Implementation</u> 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 Marzano Leadership Evaluation Model is designed to evaluate the Instructional Plan Implementation with elements/indicators and evidences that demonstrate an effective leader works collaboratively to develop and implement an instructional frame that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments**
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction	**The Marzano Teacher Evaluation Model is cross walked with the Florida Educator Accomplished Practices and adopted as the State's model.** **Domain II - Element 1** - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. **Evidences:** • The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model* • The school-wide common language of instruction is used regularly by faculty in their professional learning communities

	- The school-wide common language of instruction is used regularly in faculty and department meetings - Professional development opportunities are provided for new teachers regarding the school-wide model of instruction - Professional development opportunities are provided for all teachers regarding the school-wide model of instruction - New initiatives are prioritized and limited in number to support the instructional model - The school-wide common language of instruction is used regularly by faculty in their informal conversations - When asked, teachers can describe the major components of the school-wide model of instruction - When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
b. Engages in data analysis for instructional planning and improvement.	**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning. **Evidences:** - Reports, graphs, and charts are available for analysis of overall student achievement and planning instruction - Student achievement is examined from the perspective of value-added results - Results from multiple types of assessments are regularly reported and used for planning instruction (e.g. benchmark, common assessments) - Reports, graphs, and charts are regularly updated to track growth in student achievement - School leadership teams regularly analyze school growth data for instructional planning - Data briefings are conducted at faculty meetings **Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** - School-wide achievement goals are discussed regularly at faculty, and Professional Learning meetings - School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the learning goal **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** - Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** - Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data **Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

	Evidences: • Data are collected linking the effectiveness of professional development to the improvement of teacher practices • Data are available supporting deliberate practice is improving teacher performance
c. Communicates the relationships among academic standards, effective instruction, and student performance.	**Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** • The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance* **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** • Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data • The school leader can link teacher evaluation data with student achievement data • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement* **Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. **Evidences:** • The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement
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	**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement **Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. **Evidences:** • Curriculum documents are in place that correlate the written curriculum to state and district standards • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance **Domain III - Element 3 -** The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. **Evidences:** • All students have access to advanced placement or other rigorous courses • Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses

	- All students have a prescribed program of study that documents access to courses - Data are available to verify student achievement and growth in critical content and standards
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula	**Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. **Evidences:** - Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards - Information is available examining the extent to which assessments accurately measure the written and taught curriculums - School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance - The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor
Standard 4: Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff	**Faculty Development is a priority in the Marzano Leadership Evaluation model and has multiple elements/indicators and evidences to support the effective school leaders recruit, retain and develop an effective and diverse faculty and staff.**
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;	**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** - The school improvement goals are focused on student learning and achievement - School improvement plans with timelines contain specific benchmarks for each learning goal - School-wide achievement goals are discussed regularly at faculty and professional learning meetings **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** - Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data **Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data. **Evidences:** - Data are collected linking the effectiveness of professional development to the improvement of teacher practice - Teacher-led professional development is available to teachers regarding their instructional growth goals - When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** - PLCs have written goals for improving instructional practices and student learning - The school leader regularly examines each data team's progress toward goals

	- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement - When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction	**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** - Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school - The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model - The school leader can describe effective practices and problems of practice using standards based content and the school instructional model - The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE - The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning - The school leader ensures instructional practices are appropriate for the level of text complexity **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** - School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing - Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data - Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers - Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses - The school leader can link teacher evaluation data with student achievement data
c. Employs a faculty with the instructional proficiencies needed for the school population served	**Domain II - Element 2** - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population. **Evidences:** - The school leader has demonstrated a track record of employing effective teachers - The school leader employs teachers with instructional skills to serve the school population - The school leader has a track record of retaining effective teachers
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.	**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning. **Evidences:** - Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction - Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments) - School leadership teams regularly analyze school growth data for instructional planning - When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction **Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and

facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Evidences:
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning
- The school leader provides adequate training for the instructional technology teachers are expected to use.

Domain II - Element 3 - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Evidences:
- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning
- The school leader provides teachers feedback on instruction of standards based curriculum
- The school leader ensures instructional practices are appropriate for the level of text complexity

Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Evidences:
- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data
- The school leader can link teacher evaluation data with student achievement data

Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Evidences:
- The school leader regularly examines the PLC's progress toward goals
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	**Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data. **Evidences:** - Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *

	- Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals - Data are available supporting deliberate practice is improving teacher performance **Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals. **Evidences:** - The school leader ensures differentiated instruction is a predominant instructional practice * - When asked, students report their teachers provide culturally relevant instruction *
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	**Domain IV - Element 1** - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:** - Teachers have opportunities to engage in instructional rounds - Teachers have opportunities to view and discuss video-based examples of exemplary teaching - Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) - Teachers have opportunities to interact about effective teaching via technology - Instructional practices are regularly discussed at faculty and department meetings - Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings - Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching - Information is available regarding teacher participation in virtual discussions regarding effective teaching **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** - PLCs have written goals for improving instructional practices and student learning - The school leader regularly examines each data team's progress toward goals - The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement - When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students **Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:** - The school leader appropriately directs the use of technology to improve teaching and learning - When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction
Standard 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's	**The Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support the importance of the Learning Environment and effective school leaders who monitor a school learning environment that improves learning for the school's diverse student population .**

diverse student population	
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.	**Domain V - Element 4** - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. **Evidences:** - The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements* - The school leader ensures students are ready to be contributing members of society and participate in a global community * (When asked) students, parents and community describe the school as safe, respectful and student centered *
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.	**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** - The school leader actively promotes practices and policies acknowledging the diversity in the school * **Domain V - Element 6** - The school leader acknowledges the success of the whole school, as well as individuals within the school. **Evidences:** - The school leader plans and celebrates the successes of the diverse populations in the school * **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** - The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** - Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning **Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** - The school leader can explain how the use of input from the school community has resulted in improved functioning of the school - The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures
c. Promotes school and classroom practices that validate and value similarities and differences among students.	**Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** The school leader promotes practices that validate and value similarities and differences among all students *

	• PLCs have written goals for improving instructional practices and student learning • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader actively promotes practices and policies acknowledging the diversity in the school * **Domain V - Element 6** - The school leader acknowledges the success of the whole school, as well as individuals within the school. **Evidences:** • The school leader plans for and celebrates the success of the diverse populations in the school *
d. Provides recurring monitoring and feedback on the quality of the learning environment.	**Domain V - Element 3** - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment. **Evidences:** • School leader provides ongoing feedback to teachers regarding the learning environment * • Continuous feedback is provided teachers regarding the learning environment in the classrooms and the school *
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences:** • The school leader implements the Florida Continuous Improvement Model (FCIM) * • The school leader promotes practices that validate and value similarities and differences among all students and focuses on their successes and well-being* **Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals. **Evidences:** • The school leader is focused on opportunities for students to continuously improve and be successful • The school schedule is designed so that students can receive academic help while in school • Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures are in place • Tutorial and enrichment programs are in place when data support the need for these interventions • Data are collected and available to monitor student participation in intervention or enrichment programs **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success • The school leader actively promotes practices and policies acknowledging the diversity in the school
f. Engages faculty in recognizing and understanding cultural	**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	**Evidences:** • The school leader analyzes achievement data for student subgroups within the school * • Teachers regularly analyze school growth data for individual students **Domain III - Element 3 -** The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. **Evidences:** • The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps * • All students have access to advanced placement or other rigorous courses • All students have a prescribed program of study that documents access to courses • The school leader ensures teachers have completed appropriate content area training in their subject area courses **Domain I - Element 3 -** The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning. **Evidences:** • Student achievement is examined from the perspective of value-added results • School leadership teams regularly analyze school growth data for instructional planning **Domain I - Element 1 -** The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. **Evidences:** • Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels • Learning goals are established for eliminating differences in achievement for all subgroups in the school • Learning goals are established for eliminating the differences in achievement for English language learners • Learning goals are established for eliminating the differences in achievement for students with disabilities • Learning goals are established for eliminating the achievement gap for all students • Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction
Standard 6: <u>Decision Making:</u> Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	**As evidenced below, the Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support Decision Making as effective leaders employ and monitor a decision making process that is based on vision, mission and improvement priorities using facts and data.**
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school* • The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities * • The school leader is uncompromising in regards to raising student achievement • The school leader effectively communicates those non-negotiable factors that have an impact on student achievement
b. Uses critical thinking and problem solving techniques to define	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:**

problems and identify solutions.	• The school leader has demonstrated his or her ability to use thinking and problem solving skills to define problems and identify solutions * • The school leader uses fact and data in decision making and when prioritizing decisions that impact the priority goals of the school*
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed * **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success *
d. Empowers others and distributes leadership when appropriate.	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects • The school leadership team has critical roles in facilitating school initiatives **Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement. **Evidences:** • The school leader effectively identifies potential leaders and guides them in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities • The school leader encourages faculty to continue their education and assists them with career planning
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)* **Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school * • The school leader can explain how the use of (virtual) input from the school community has resulted in improved functioning of the school * • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing

	evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.
	Evidences:
	• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face to face conferencing.
	Domain V - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
	Evidences:
	• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning *
	• The school leader provides adequate training for the instructional technology teachers are expected to use
Standard 7: <u>Leadership Development;</u> Effective school leaders actively cultivate, support, and develop other leaders within the organization	**The Marzano Leadership Evaluation Model demonstrates through elements/indicators and evidences that Leadership Development is the responsibility of an effective school leader who must actively cultivate, support, and develop other leaders.**
a. Identifies and cultivates potential and emerging leaders.	**Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.
	Evidences:
	• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *
	• The school leader effectively identifies potential leaders and guides them in career development *
	• The school leader encourages faculty to continue their education and assists them with career planning
	• The school leader models effective leadership practices and mentors emerging leaders *
	• The school leader has a record of inspiring others in their practice
b. Provides evidence of delegation and trust in subordinate leaders.	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.
	Evidences:
	• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
	• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects
	• The school leadership team has critical roles in facilitating school initiatives
	Domain IV - Element 4 - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.
	Evidences:
	• Teacher leaders and other faculty are empowered to share in the leadership of the school*
	• The school leader encourages faculty to continue their education and assists them with career planning
	• The school leader can cite examples of where teacher input has resulted in effective change at the school
	• When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
	• When asked, teachers can identify examples of when their input has resulted in effective change at the school
c. Plans for succession management in key positions.	**Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.
	Evidences:
	• Delegates responsibilities to emerging leaders in preparation for career advancement

	opportunities* • The school leader effectively identifies potential leaders and guides them in career development • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities * • The school leader demonstrate ongoing mentoring of teacher leaders • Teacher leaders and other faculty are empowered to share in the leadership of the school **Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects • The school leadership team has critical roles in facilitating school initiatives
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning.	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning * • The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects * • The school leadership team has critical roles in facilitating school initiatives * **Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement. **Evidences:** • The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school* • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders	**Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures **Domain V - Element 4** - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. **Evidences:** • The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media) • The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning

Standard 8: <u>School Management:</u> 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 Marzano Leadership Evaluation Model has elements/indicators and evidences to support School Management as the effective leader demonstrates the managements of the organization, operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.**
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans.	**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:** • The school leader manages time effectively in order to maximize focus on instruction * • The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) * • The school leader appropriately plans, directs the use of technology to improve teaching and learning * • The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses
b. Establishes appropriate deadlines for him/herself and the entire organization.	**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:** • The school leader manages and imposes deadlines on self and the organization that effect the operation of the school * • The school leader manages time effectively in order to maximize focus on instruction • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	**Domain IV - Element 1** - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:** • The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices* • Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) * • Teachers have opportunities to view and discuss video-based examples of exemplary teaching • Teachers have opportunities to interact about effective teaching via technology • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings • Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching • Information is available regarding teacher participation in virtual discussions regarding effective teaching • Teachers have opportunities to engage in instructional rounds **Domain IV - Element 3 -** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

	Evidences: • PLCs have written goals for improving instructional practices and student learning • The school leader regularly examines the PLC's progress toward goals **Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects • The school leadership team has critical roles in facilitating school initiatives **Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement. **Evidences:** • The school improvement team provides input to the school leader regarding the school improvement plan • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities • The school leader encourages faculty to continue their education and assists them with career planning • The school leader effectively identifies potential leaders and guides them in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader demonstrate ongoing mentoring of teacher leaders • Teacher leaders and other faculty are empowered to share in the leadership of the school
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:** • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning • The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) • The school leader imposes deadlines on self and the organization that effect the operation of the school
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 Marzano Leadership Evaluation Model has elements/indicators and evidences that focus on communication for effective school leaders to communicate via oral, written and electronically means to accomplish the school and system goals and build relationships with the students, faculty, parents and community.**
a. Actively listens to and learns from students, staff, parents, and	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:**

community stakeholders.	• The school leader provides evidence of actively listening and learning from faculty and staff* • Data-gathering techniques are in place to collect information from teachers • The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys) • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • Notes and reports are in place that describe how teacher input was used when making specific decisions **Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** • The school leader provides evidence of actively listening and learning from students, parents and community members * • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school * • Data collection systems are in place to collect input data from students, parents, and community regarding the optimal functioning of the school • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business events • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures
b. Recognizes individuals for effective performance.	**Domain V - Element 6** - The school leader acknowledges the success of the whole school, as well as individuals within the school. **Evidences:** • The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) • The school leader recognizes incremental success of students and teachers • The school leader recognizes the success of individual departments • The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year) • The school leader plans for and celebrates the success of the diverse populations in the school
c. Communicates student expectations and performance information to students, parents, and community.	**Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. **Evidences:** • Student performance data and expectations for learning are communicated to all stakeholders * • Students keep data notebooks regarding their individual goals • Student led conferences focus on individual student's goals • Parent teacher conferences focus on the individual student's goals • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals **Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals.

	Evidences: • When asked, student and/or parents can identify interventions in place to meet their goals • When asked, students report their school has programs in place to help them meet their achievement goals
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school * **Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • The school leader engages faculty in constructive conversations on important school issues * • Data-gathering techniques are in place to collect information from teachers • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school **Domain IV - Element 5 -** The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:** • The school leader engages students, parents, and the community in constructive conversation about important school issues * • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons
f. Utilizes appropriate technologies for communication and collaboration	**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:** • The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys) * • Data gathering techniques are in place to collect information from teachers * **Domain IV - Element 5** - The school leader actively communicates with students, parents, and the

	community to obtain their input for systematic improvement of the optimal functioning of the school.
	Evidences:
	• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment *
	• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community *
	• The school leader engages in virtual town hall meetings *
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions	**Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
	Evidences:
	• The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements *
	• When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments *
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 Marzano School Leadership Evaluation Model has elements/indicators and evidences regarding Professional and Ethical Behaviors that must be demonstrated by effective school leaders.**
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.	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.
	Evidences:
	• The school leader adheres to the Florida Code of Ethics and the principals of Professional Conduct
	• The school models ethical leadership for self and has the same expectation for faculty and staff
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	**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.
	Evidences:
	• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*
	• The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent 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	**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.
	Evidences:
	• The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities *
	• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
	• The school leader demonstrates his or her ability to follow through with initiatives
	• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
	• The school leader actively promotes practices and policies acknowledging the diversity in the school

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader has a written annual growth plan with deliberate practice goals • The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • Faculty and staff describe the school leader as uncompromising in regards to raising student achievement • Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
e. Demonstrates willingness to admit error and learn from it	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses* • The school leader has demonstrated his or her ability to be a problem solver* **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader can identify how learning from adversity has enabled him/her to be a focused leader*
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan * • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*

Section C. Proposed SBE rule 6A-5.030 As per 1012.34 (4) F.S. – indicators for instructional and school administrators other professional and job responsibilities as adopted by the State Board of Education must be included. Indictors included in proposed SBE Rule 6A-5.030 are as follows:	
From Review and Approval Checklist II B (3):	
Indictors will be included	

that are based on each of the Florida Principal Leadership Standards (See Crosswalk Section B above)	
Indicators that assess progress on deliberate practice priorities	**Domain 5 - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. **Evidences:** • The school leader has a deliberate practice plan with indicators to assess progress on goals and priorities* • The school leader has identified professional development activities consistent with his or her growth plan • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
Indicators specified in Section 1012.34 FS (See Crosswalk Section A above)	
From Review and Approval Checklist II B (4): each district shall also include the following indicators on leadership practice …	
a. Feedback Practices: The principal monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.	**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences:** • Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school • The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • When asked, teachers can describe the predominant instructional practices used in the school • When asked, teachers can explain the relationship between professional practice and student achievement • When asked, students can explain why they learn from their teacher
b. High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.	**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** • Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • The school leader monitors improvement in the percentage of instructional personnel evaluated at the innovative and applying levels.

	- Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers - School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing - Ongoing data are available to support that teacher evaluations are consistent with student achievement data - The school leader can link teacher evaluation data with student achievement data - When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement
c. Facilitating Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.	**Domain IV - Element 1 -** The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:** - The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals - Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) - Teachers have opportunities to engage in instructional rounds - Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching - When asked, teachers can explain how the operation of the school ensures time and resources for professional learning
d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida's common language of instruction.	**Domain II - Element 1** - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. **Evidences:** - The common language of instruction is used to communicate expectations for teacher and student performance - The school leader utilizes multiple media sources to communicates local, state and federal learning standards to teachers, students and parents - A written document articulating the school-wide model of instruction is in place - The school-wide common language of instruction is used regularly by faculty in their professional learning communities - The school-wide model of instruction utilizes strategies to promote learning for the subgroups within the school - When asked, teachers can describe the major components of the school-wide model of instruction
From Review and Approval Checklist III C: Indicators shall be included on:	
Monitoring and timely feedback to instructional personnel on their proficiency in the indicators in the instructional evaluation system.	**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. **Evidences: Compiled from Domain II Elements 3 and 4** - Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school - The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model

	• The school leader ensures instructional practices are appropriate for the level of text complexity • The school leader can describe effective practices and problems of practice of the teachers in the school • The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • When asked, teachers can describe the predominant instructional practices used in the school • When asked, teachers can explain the relationship between professional practice and student achievement • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing
The administrator's resilience in pursuit of continuous school improvement.	**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. **Evidences:** • The school leader can identify how learning from adversity has enabled him/her to be a focused leader • The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities • Faculty and staff describe the school leader as uncompromising in regards to raising student achievement • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • Faculty and staff describe the school leader as one who "walks the walk and talks the talk" • The school leader demonstrate his or her ability to follow through with initiatives • Faculty and staff describe the school leader as one who speaks with candor • Faculty and staff describe the school leader as one who is willing to "take on tough issues" • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success • The school leader actively promotes practices and policies acknowledging the diversity in the school
Review and Approval Checklist II B 1: The Department's set of indicators on high effect size leadership strategies as posted at http://www.fldoe.org/profdev/pdf/HighEffectSize.pdf These indicators are listed below:	
Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely	**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between

feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.	professional practice and student achievement on those goals. **Evidences:** • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • When asked, teachers can describe the predominant instructional practices used in the school • When asked, teachers can explain the relationship between professional practice and student achievement • When asked, students can explain why they learn from their teacher • Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction • Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments) • School leadership teams regularly analyze school growth data for instructional planning • When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction
Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.	**Domain IV - Element 1** - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:** • The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals • Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) • The school leader manages time effectively in order to maximize focus on instruction • The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses
Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	**Domain II - Element 1** - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. **Evidences:** • The common language of instruction is used to communicate expectations for teacher and student performance • A written document articulating the school-wide model of instruction is in place • The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school • The school-wide language of instruction is used regularly by faculty in their professional learning communities • The school-wide language of instruction is used regularly in faculty and department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide language of instruction is used regularly by faculty in their informal conversations
Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility	**Domain V - Element 5 -** The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students . **Evidences:**

resources to provide recurring systemic support for instructional priorities and a supportive learning environment.	• The school leader effectively manages human, fiscal, fiscal and facility resources to provide support for instruction • The school leader manages time effectively in order to maximize focus on instruction • The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses • The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) • The school leader develops, submits, and implements detailed budgets • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning • The school leader provides adequate training for the instructional technology teachers are expected to use
High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.	**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:** • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels. • Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing • The school leader can link teacher evaluation data with student achievement data • The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model • The school leader can describe effective practices and problems of practice using standards based content and the school instructional model • The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.	**Domain II - Element 5** – District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data. **Evidences:** • Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals • The school leader tracks teacher participation in professional development activities • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers regarding their instructional growth goals • Data are collected linking the effectiveness of professional development to the improvement of teacher practices • Data are available supporting deliberate practice is improving teacher performance • Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction

The following indicators may be incorporated into a district system as separate indicators or included as specific issues on which feedback will be provided as an aspect of the **Instructional Initiatives** initiative (see above)	
• **Monitoring Text Complexity**: The school leader monitors teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event. (Reading)	**Domain III - Element 4** - The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event. **Evidences:** • Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text • Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers • School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards • Teachers are trained in the dimensions of text complexity • School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies • Literacy actions plans are established school-wide • School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings • School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty • When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text • When asked, students report they have access reading resources with cognitively complex text
• **Interventions**: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)	**Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions, school-wide, grade-wide, class-wide, and specific to student sub-groups, to help all students meet individual achievement goals. **Evidences:** • The school leader is focused on opportunities for students to continuously improve and be successful • Student response data are utilized to determine effectiveness of instruction and school level interventions • The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year • The school schedule is designed so that students can receive academic help while in school • Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures are in place • Tutorial and enrichment programs are in place when data support the need for these interventions • Data are collected and available to monitor student participation in intervention or enrichment programs • When asked, students and/or parents can identify interventions in place to help them meet their goals • When asked, students report their school has programs in place to help them meet their achievement goals • When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community

• **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)	**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. **Evidences: Compiled from Domain IV (3) and Domain I (5)** • The school leader regularly examines the PLC's progress toward goals • The school schedule is designed so that students can receive academic help while in school • Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures are in place • Tutorial and enrichment programs are in place when data support the need for these interventions • Data are collected and available to monitor student participation in intervention or enrichment programs • When asked, teachers can explain the interventions in place to help individual students met their goals • When asked, student and/or parents can identify interventions in place to help them meet their goals • When asked, students report their school has programs in place to help them meet their achievement goals • When asked, students report their responses are analyzed and used by the school leader • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement • When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students
• **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)	**Domain II - Element 6** - The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. **Evidences:** • The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers. • Professional development courses and resources are available for teachers to learn ESOL teaching strategies • Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies • Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance • Online professional learning courses are available to teachers to support learning of ESOL instructional strategies • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies • When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies • When asked, ESOL students report their teacher uses strategies that help them learn. • When asked, ESOL student can identify specific strategies that help them learn. • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies
From review and Approval Checklist Section III D	
Weighting and Scoring of indicators on professional and job responsibilities are incorporated into the leadership practice elements of the evaluation system.	**Scoring Guide for Marzano School Leadership Evaluation Model (See Attachment A)** The Marzano School Leadership Evaluation score is comprised of a weighted Leadership practice, Deliberate Practice, and Student Growth Scores to generate the Final Leadership Effectiveness Score.

Florida School Leader Assessment (FSLA)

A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A <u>summative performance level</u> is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- **Florida School Leader Assessment (FSLA)**
- **Deliberate Practice Score**

> The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model[1]
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.	
Indicator 1.1 – <u>Academic Standards</u>: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).	**I(1)** **III(1*[2])**
Indicator 1.2 – <u>Performance Data</u>: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.	**I(1, 3)** **II(3*, 4*)**
Indicator 1.3 – <u>Planning and Goal Setting</u>: The leader demonstrates planning and goal setting to improve student achievement.	**I(1, 2)**
Indicator 1.4 – <u>Student Achievement Results</u>: The leader demonstrates evidence of student improvement through student achievement results.	**I(2, 4*)**
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.	
Indicator 2.1 – <u>Learning Organization</u>: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	**I(1, 2, 4*)** **II(1*, 3*)** **IV(3)**
Indicator 2.2 – <u>School Climate</u>: The leader maintains a school climate that supports student engagement in learning.	**III(3)** **IV(3, 4)** **V(2*)**
Indicator 2.3 – <u>High Expectations</u>: The leader generates high expectations for learning growth by all students.	**I (1)**
Indicator 2.4 – <u>Student Performance Focus</u>: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that	**III (1*)**

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[1] See the Marzano School Leadership Evaluation Model for additional information. The Marzano Leadership Model column provides the Domain number in roman numeral (I, II, III, IV, or V), followed by the numeric element numbers that align to the respective FSLA Indicator.

[2] The placement of an asterisk (*) denotes the element contains required evidences. See the Marzano School Leadership Evaluation Model for additional information.

reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score	Marzano Leadership Model
Proficiency Area 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.	
Indicator 3.1 – <u>FEAPs</u>: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.	**II(1*)**
Indicator 3.2 – <u>Standards-based Instruction</u>: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.	**II(4*)** **III(1*, 3)** **IV(3*)**
Indicator 3.3 – <u>Learning Goals Alignments</u>: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.	**I(1, 2)**
Indicator 3.4 – <u>Curriculum Alignments</u>: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.	**I(1, 2)**
Indicator 3.5 – <u>Quality Assessments</u>: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	**III(1*)**
Indicator 3.6 – <u>Faculty Effectiveness</u>: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.	**II(3*, 4*)**
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	
Indicator 4.1 – <u>Recruitment and Retention</u>: The leader employs a faculty with the instructional proficiencies needed for the school population served.	**II(2)**
Indicator 4.2 – <u>Feedback Practices</u>: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.	**II(3*, 4*)**
Indicator 4.3 – <u>High Effect Size Strategies</u>: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.	**II(4*)**
Indicator 4.4 –<u>Instructional Initiatives</u>: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.	**II(5)**
Indicator 4.5 – <u>Facilitating and Leading Professional Learning</u>: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.	**IV(1, 3*)** **V(5*)**
Indicator 4.6 – <u>Faculty Development Alignments</u>: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.	**I(1, 5*)** **II(4*, 5)** **IV(3*)** **V(5*)**
Indicator 4.7 – <u>Actual Improvement</u>: The leader improves the percentage of effective and highly effective teachers on the faculty.	**II(4*)**

	Marzano Leadership Model
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
Indicator 5.1 – <u>Student Centered</u>: The leader 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 by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.	**V(3, 4)**
Indicator 5.2 – <u>Success Oriented</u>: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.	**I(5*)** **IV(3*)** **V(2*, 6)**
Indicator 5.3 – <u>Diversity</u>: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.	**II(3*)** **IV(3*, 5*)** **V(2*, 6)**
Indicator 5.4 – <u>Achievement Gaps</u>: The leader 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 associated with student subgroups within the school.	**I(1, 3, 4*)** **III(3)**

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 – Organizational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model
Proficiency Area 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; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.	
Indicator 6.1 – <u>Prioritization Practices</u>: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.	**V(1*)**
Indicator 6.2 – <u>Problem Solving</u>: The leader uses critical thinking and problem solving techniques to define problems and identify solutions.	**V(1*)**
Indicator 6.3 – <u>Quality Control:</u> The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.	**V(1*, 2*)**
Indicator 6.4 – <u>Distributive Leadership</u>: The leader empowers others and distributes leadership when appropriate.	**IV(2*, 4*)**
Indicator 6.5 – <u>Technology Integration</u>: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.	**IV(2*, 4*)** **V(5*)**
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.	
Indicator 7.1 – <u>Leadership Team</u>: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.	**IV(2*, 4*)**
Indicator 7.2 – <u>Delegation:</u> The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.	**IV(2*, 4*)**
Indicator 7.3 – <u>Succession Planning</u>: The leader plans for and implements succession management in key positions.	**IV(4*)**
Indicator 7.4 – <u>Relationships</u>: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.	**IV(4*)** **V(4*)**

Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.	
Indicator 8.1 – <u>Organizational Skills</u>: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.	**V(5*)**
Indicator 8.2 –<u>Strategic Instructional Resourcing</u>: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.	**V(5*)**
Indicator 8.3 – <u>Collegial Learning Resources</u>: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.	**IV(1, 2*, 3*, 4*)**
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.	
Indicator 9.1 – <u>Constructive Conversations</u>: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.	**IV(2*, 5*)**
Indicator 9.2 – <u>Clear Goals and Expectations</u>: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	**I(2, 5*) II(1*) III(1*)**
Indicator 9.3 – <u>Accessibility</u>: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.	**IV(5*) V(1*)**
Indicator 9.4 – <u>Recognitions</u>: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.	**V(6)**

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.	
Indicator 10.1 – <u>Resiliency</u>: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership , and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.	**V(1*, 2*)**
Indicator 10.2 – <u>Professional Learning</u>: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	**V(1*, 2*)**
Indicator 10.3 – <u>Commitment</u>: The leader 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.	**V(2*)**
Indicator 10.4 – <u>Professional Conduct</u>: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).	**V(1*)**

The FSLA Domain scores (combining ratings on all 4 FSLA domains) generates 80% of Leadership Practice Score. The other 20% is based on **the Deliberate Practice score**.

Additional Metric For phase-in beginning 2013-14

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice Proficiency Area(s) and Target(s) for Growth selected by School Leader

Deliberate Practice Priorities: The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish. Where FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needed and 10.2 addresses the leader's pursuant of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.
Growth target 1: An issue that addresses a school improvement need and approved by leader's supervisor
Growth target 2: An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader.
Growth target 3-5: Optional: additional issues as appropriate.
    • The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).
    • The description of a target should be modeled along the lines of learning goals.
       o A concise description (rubric) of what the leader will know or be able to do
       o Of sufficient substance to take at least 6 weeks to accomplish
    o Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
       • Rating Scheme
       o Unsatisfactory = no significant effort to work on the targets
    o Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
       o Effective = targets accomplished
       o Highly effective = exceeded the targets and able to share what was learned with others

FSLA Score

Domain 1 – 20%   Domain 2 – 40%   Domain 3 – 20%   Domain 4 – 20%

Leadership Practice Score

FSLA Score (80%) + Deliberate Practice Score (20%) = Leadership Practice Score

Performance Level

Leadership Practice Score (50%) + Student Growth Measure Score (50%) = Summative performance Level

Highly Effective   Effective   Needs Improvement   Unsatisfactory

Marzano School Leadership Evaluation
FLORIDA MODEL

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures high expectations with measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Highly Effective (3)	The school leader ensures clear, measurable learning goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the school improvement learning goals.
Effective (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Needs Improvement / Developing (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

Evidences for Element 1 of Domain I (Required Evidence*)
• Learning goals are established for eliminating the achievement gap for all students* • The school leader establishes high expectations for all students to show learning growth* • Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap* • Learning goals are established based on state and district curriculum and academic standards* • Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels • Learning goals are established for eliminating differences in achievement for all subgroups in the school • Learning goals are established for eliminating the differences in achievement for English language learners • Learning goals are established for eliminating the differences in achievement for students with disabilities • School-wide achievement goals are posted so that faculty and staff see them on a regular basis • School-wide achievement goals are discussed regularly at faculty and professional learning meetings

- Improvement goals are assigned to various departments and faculty
- Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction
- School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the goal

- The school improvement goals are focused on student learning and achievement
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school-wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals
- Scales are in place to chart student and school progress towards meeting the curricular standards

I(2): The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Highly Effective (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors teachers' and their students' achievement of individual student goals.
Effective (2)	The school leader ensures each student has written achievement goals that are clear, measurable and focused on appropriate needs.
Needs Improvement / Developing (1)	The school leader attempts to ensure that written achievement goals that are clear, measureable, and focused, are established for each student, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measureable, and focused, are established for each student.

Evidences for Element 2 of Domain I (Required Evidence*)
• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • Faculty and staff work as a system focused on student learning* • Student performance data and expectations for learning are communicated to all stakeholders* • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain • Students keep data notebooks regarding their individual goals • Student led conferences focus on individual student's goals • Parent teacher conferences focus on the individual student's goals • Students perceive that their individual goals are academically challenging • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Highly Effective (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track achievement of learning goals and to plan for improving instruction.
Effective (2)	The school leader regularly ensures that data are available for tracking overall student achievement.
Needs Improvement / Developing (1)	The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Evidences for Element 3 of Domain I
• Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction
• Student achievement is examined from the perspective of value-added results
• Results from multiple types of assessments are regularly reported and used for instructional planning(e.g. benchmark, common assessments)
• Reports, graphs, and charts are regularly updated to track growth in student achievement
• School leadership teams regularly analyze school growth data for instructional planning
• Data briefings are conducted at faculty meetings and used to plan for instruction
• When asked, faculty and staff can describe the different types of reports available to them
• When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction

I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual and student sub-groups achievement goals.
Highly Effective (3)	The school leader ensures student collected data are available AND monitors the extent to which data are used to track effectiveness of instruction and interventions for all student subgroups.
Effective (2)	The school leader collects student input data to ensure that data are used for determining effectiveness of instruction and implementing appropriate interventions.
Needs Improvement / Developing (1)	The school leader, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt.

Evidences for Element 4 of Domain I (Required Evidence*)
• The school leader achieves results on the school's learning goals*
• Student learning results are evidenced by growth and progress on district and state assessments*
• The school leader analyzes achievement data for student subgroups within the school*
• Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*
• Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students*
• Reports, charts, and graphs are available for individual students depicting their status and learning growth
• Individual student achievement is examined from the perspective of value-added results
• Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
• Teachers regularly analyze school growth data for individual students
• School leadership teams regularly analyze individual student performance data
• When asked, individual students and their parents can describe their achievement status and growth
• When asked, faculty can describe the different types of individual student reports available to them
• When asked, faculty and staff can analyze data of their individual students including all subgroups

I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals .

Scale Value	Description
Highly Effective+ (4)	The school leader continually examines and expands the process for using individual student response data.
Highly Effective (3)	The school leader ensures teachers collect student response data AND monitors to determine if the data are used for determining effectiveness of instruction and implementing of appropriate interventions school-wide for all student sub-groups to help all students meet their individual achievement goals.
Effective (2)	The school leader ensures that teacher collected student response data are used to determine effectiveness of instruction and school-wide interventions for all subpopulations to help all students meet individual achievement goals.
Needs Improvement / Developing (1)	The school leader attempts to use teacher collected student response data to determine the effectiveness of instruction and school-wide interventions, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to collect student response data to ensure that data are used for determining effectiveness of instruction and school-wide interventions for all sub-groups.

Evidences for Element 5 of Domain I (Required Evidence*)
• The school leader ensures differentiated instruction is a predominant instructional practice*
• When asked, students report their teachers provide culturally relevant instruction that helps them learn*
• The school leader is focused on opportunities for students to continuously improve and be successful
• Student response data are utilized to determine effectiveness of instruction and school level interventions
• Data are available to show differentiated instruction is a predominant instruction practice
• When asked, students report their teachers provide culturally relevant instruction that helps them learn
• The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year
• The school schedule is designed so that students can receive academic help while in school
• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
• Response to intervention measures are in place
• Tutorial and enrichment programs are in place when data support the need for these interventions
• Data are collected and available to monitor student participation in intervention or enrichment programs
• When asked, teachers can explain the interventions in place to help individual students met their goals
• When asked, student and/or parents can identify interventions in place to help them meet their goals
• When asked, students report their school has programs in place to help them meet their achievement goals
• When asked, students report their responses are analyzed and used by the school leader

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Scale Value	Description
Highly Effective+ (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Highly Effective (3)	The school leader communicates goals and expectations using the Florida common language of instruction AND monitors the extent to which the faculty, students and parents understand the instructional model, its goals and impact on the school population.
Effective (2)	The school leader communicates goals and expectations using the Florida common language of instruction.
Needs Improvement / Developing (1)	The school leader attempts to communicate goals and expectations using the Florida common language of instruction but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to communicate goals and expectations using the Florida common language of instruction.

Evidences for Element 1 of Domain II (Required Evidence*)
• The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model* • The common language of instruction is used to communicate expectations for teacher and student performance • The school leader utilizes multiple media sources to communicates local, state and federal learning standards to teachers, students and parents • The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school • The school-wide common language of instruction is used regularly by faculty in their professional learning communities • The school-wide common language of instruction is used regularly in faculty and department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide common language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Scale Value	Description
Highly Effective+ (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Highly Effective (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals to effectively serve the school population.
Effective (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Needs Improvement / Developing (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to employ teachers with instructional skills to meet the needs of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Evidences for Element 2 of Domain II
- The school leader employs teachers with instructional skills to serve the school population   - The school leader meets regularly with teachers regarding their growth goals   - Individual teachers have written statements of their pedagogical growth goals   - Individual teachers keep track of their progress on their pedagogical growth goals   - The school leader has demonstrated a track record of hiring effective and highly effective teachers   - The school leader has a system in place to effectively evaluate the selection process for hiring new teachers   - The school leader has a system in place to effectively evaluate and revise the new teacher induction program   - The school leader has a track record of retaining effective teachers   - The school leader documents and tracks the growth of each teacher on their pedagogical goals   - When asked, teachers can describe their progress on their pedagogical growth goals   - When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers   - When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Scale Value	Description
Highly Effective+ (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Highly Effective (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly gives teachers feedback regarding the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices and the impact on student achievement.
Effective (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Needs Improvement / Developing (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Evidences for Element 3 of Domain II (Required Evidence*)
• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*
• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*
• The school leader can describe effective practices and problems of practice of the teachers in the school*
• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*
• The school leader ensures instructional practices are appropriate for the level of text complexity
• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
• When asked, teachers can describe the predominant instructional practices used in the school
• When asked, teachers can explain the relationship between professional practice and student achievement
• When asked, students can explain why they learn from their teacher

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.
Highly Effective (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.
Effective (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Needs Improvement / Developing (1)	The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Evidences for Element 4 of Domain II (Required Evidence*)
- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*   - The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels*   - Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*   - The school leader can link teacher evaluation data with student achievement data*   - When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*   - Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction*   - Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers   - School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing   - Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Scale Value	Description
Highly Effective+ (4)	The school leader continually re-evaluates instructional initiatives and professional development programs to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
Highly Effective (3)	The school leader ensures instructional initiatives and job-embedded professional development and learning is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which professional learning results in teachers improving their instructional practices.
Effective (2)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Needs Improvement / Developing (1)	The school leader attempts to implement instructional initiatives and to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to implement instructional initiatives and does not ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals.

Evidences for Element 5 of Domain II
• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction*
• The school leader uses data to measure teacher progress toward instructional initiative goals
• Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals
• The school leader tracks teacher participation in professional development activities
• Teacher-led professional development is available to teachers regarding their instructional growth goals
• Instructional coaching is available to teachers regarding their instructional growth goals
• Data are collected linking the effectiveness of professional development to the improvement of teacher practices
• Data are available supporting deliberate practice is improving teacher performance
• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction
• Online professional learning courses are available to teachers to support instructional initiatives
• The school leader tracks teacher participation in professional development activities to support deliberate practice
• The school leader uses data to measure teacher progress toward instructional initiative goals
• When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Scale Value	Description
Highly Effective+ (4)	The school leader continually monitors instruction and when needed seeks new strategies to ensure all ESOL students receive appropriate instruction.
Highly Effective (3)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies AND monitors the extent to which the utilization of ESOL strategies are appropriate for the students in the class.
Effective (2)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies
Needs Improvement / Developing (1)	The school leader attempts to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.

Evidences for Element 6 of Domain II
- The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers   - Professional development courses and resources are available for teachers to learn ESOL teaching strategies   - Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies   - Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance   - Online professional learning courses are available to teachers to support learning of ESOL instructional strategies   - The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies   - When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies   - When asked, ESOL students report their teacher uses strategies that help them learn   - When asked, ESOL student can identify specific strategies that help them learn   - The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.
Highly Effective (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is effectively delivered and the assessments properly administered.
Effective (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Needs Improvement / Developing (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Evidences for Element 1 of Domain III (Required Evidence*)
• The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements* • Curriculum documents are in place that correlate the written curriculum to state and district standards • Rubrics or proficiency scales are in place that clearly delineates student levels of performance on essential elements of state and district standards. • Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum • Information is available examining the extent to which assessments accurately measure the written and taught curriculums • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance • The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor • Evidence is available demonstrating the assessments are accurately measuring the state and district standards • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement • When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Highly Effective (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Effective (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Needs Improvement / Developing (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Evidences for Element 2 of Domain III
• A written list of essential elements is in place
• Essential elements have been articulated as proficiency scales or rubrics
• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
• The school leader has a plan in place to monitor the curriculum is taught in the time available to teachers
• When asked, teachers can describe which elements are essential and can be taught in the scheduled time
• When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community
• When asked, students report they have time and resources to learn the curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Highly Effective (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Effective (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum
Needs Improvement / Developing (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Evidences for Element 3 of Domain III **(Required Evidence*)**
• The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps* • Tracking systems are in place that examine each student's access to the essential elements of the curriculum • Parents are aware of their child's current access to the essential elements of the curriculum • All students have access to advanced placement or other rigorous courses • All students have a prescribed program of study that documents access to courses • The school leader ensures teachers have completed appropriate content area training in their subject area courses • Data are available to verify student achievement and growth in critical content and standards • Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses • When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics • When asked, students report they have access to rigorous courses • When asked, students report they have opportunities to learn the critical content of the curriculum

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes with teachers who do not implement these instructional processes as routine events.
Highly Effective (3)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text AND monitors the extent to which these processes are routine events.
Effective (2)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event
Needs Improvement / Developing (1)	The school leader attempts to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Evidences for Element 4 of Domain III
• Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text
• Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers
• School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards
• Teachers are trained in the dimensions of text complexity
• School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies
• Literacy actions plans are established school-wide
• School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings
• School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty
• When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text
• When asked, students report they have access reading resources with cognitively complex text

Domain IV: Communication, Cooperation and Collaboration

IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Highly Effective+ (4)	The school leader seeks new strategies to maximize the operations of the school to provide resources and supports to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.
Highly Effective (3)	The school leader manages the organization, operations, and facilities to ensure that teachers have regular opportunities for professional learning, time to interact regarding effective instructional practices and to observe specific examples of effective teaching AND monitors the extent to which teachers actively participate in those opportunities to meet their priority professional goals.
Effective (2)	The school leader manages the organization, operations and facilities to ensure that teachers have regular opportunities for professional learning, time to interact collegially regarding effective instructional practices and observe specific examples of effective teaching.
Needs Improvement / Developing (1)	The school leader attempts to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact collegially regarding effective instructional practices and observe specific examples of effective teaching, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching.

Evidences for Element 1 of Domain IV **(Required Evidence*)**
• The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices*   • Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)*   • The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals   • The school leader manages time effectively in order to maximize focus on instruction   • Teachers have opportunities to engage in instructional rounds   • Teachers have opportunities to view and discuss video-based examples of exemplary teaching   • Teachers have opportunities to interact about effective teaching via technology   • Instructional practices are regularly discussed at faculty and department meetings   • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings   • Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching

- Information is available regarding teacher participation in virtual discussions regarding effective teaching
- When asked, teachers report their participation in observing other teachers results in individual self-reflection and growth
- When asked, teachers can explain how the operation of the school ensures time and resources for professional learning

IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Scale Value	Description
Highly Effective+ (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Highly Effective (3)	For specific types of decisions, the school leader communicates and ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Effective (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Needs Improvement / Developing (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Evidences for Element 2 of Domain IV (Required Evidence*)
• The school leader provides evidence of actively listening and learning from faculty and staff*
• The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)*
• The school leader engages faculty in constructive conversations on important school issues*
• Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning*
• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects*
• The school leadership team has critical roles in facilitating school initiatives*
• Data-gathering techniques are in place to collect information from teachers*
• Data are available to support the leader engages faculty in constructive conversations about important school issues
• Notes and reports are in place that describe how teacher input was used when making specific decisions
• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
• When asked, teachers report they feel their input is valued and used by the school leader to enhance the school

IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Highly Effective (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction AND monitors the extent to which these goals and plans are designed to accelerate the achievement of the diverse school population.
Effective (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.
Needs Improvement / Developing (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.

Evidences for Element 3 of Domain IV
(Required Evidence*)

- The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well -being*
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*
- The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance*
- The school leader implements the Florida Continuous Improvement Model (FCIM)*
- Professional learning communities (PLCs) are in place
- PLCs have written goals for improving instructional practices and student learning
- The school leader regularly examines the PLC's progress toward goals
- Common assessments are created by PLCs
- Data teams are in place
- Data teams have written goals and develop instructional plans to meet their goals
- The school leader regularly examines each data team's progress toward goals
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
- When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students

IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes and provides support when delegation of authority and cultivating of emerging leaders is not working.
Highly Effective (3)	The school leader actively identifies and cultivates emerging leaders and ensures appropriate delegation of responsibilities, AND monitors the extent to which emerging leaders are prepared for career advancement.
Effective (2)	The school leader actively identifies and cultivates emerging leaders by appropriately delegating responsibilities and prepares the emerging leaders for career advancement.
Needs Improvement / Developing (1)	The school leader attempts to actively identify and cultivate emerging leaders by appropriately delegating responsibilities and preparing emerging leaders for career advancement, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to actively identify and cultivate emerging leaders by appropriately delegating responsibilities and preparing emerging leaders for career advancement.

Evidences for Element 4 of Domain IV (Required Evidence*)
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities*   - Teacher leaders and other faculty are empowered to share in the leadership of the school*   - Delegates responsibilities to emerging leaders in preparation for career advancement opportunities*   - The school leader models effective leadership practices and mentors emerging leaders*   - The school leader effectively identifies potential leaders and guides them in career development*   - The school leader encourages faculty members to continue their education and assists them with career planning   - The school leader demonstrate ongoing mentoring of teacher leaders   - When asked, emerging leaders explain opportunities for leadership development   - The school leader has a track record of identifying potential leaders

IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes and provides support when students, parents, and community input are not working to optimize the function of the school.
Highly Effective (3)	The school leader communicates and ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional functioning of the school learning environment.
Effective (2)	The school leader communicates and ensures that input is regularly collected from students, parents, and community.
Needs Improvement / Developing (1)	The school leader attempts to communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to communicate and ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV (Required Evidence*)
• The school leader provides evidence of actively listening and learning from students, parents and community*
• Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues*
• The school leader engages in virtual town hall meetings*
• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community*
• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*
• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school*
• When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school*
• Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
• Data are archived and reports regularly generated regarding these data
• The manner in which these data are used is made transparent
• The school leader conducts focus group meetings with students and parents
• The school leader hosts or speaks at community/business events
• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures

Domain V: School Climate

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Highly Effective (3)	The school leader continually engages in deliberate practice activities to improve his or her professional practices AND monitors the extent to which these activities enhance leadership skills and the staff's confidence about his or her ability to lead.
Effective (2)	The school leader continually engages in activities to improve his or her professional practices.
Needs Improvement / Developing (1)	The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to engage in activities to improve his or her professional practices.

Evidences for Element 1 of Domain V (Required Evidence*)
• The school leader has a written annual growth plan with deliberate practice goals and priorities* • The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school* • The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school* • The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct* • The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions* • The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities* • The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed* • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses* • The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan* • The school leader models effective leadership practices and mentors emerging leaders • The school leader models ethical leadership for self and has the same expectation for faculty and staff • The school leader has a record of inspiring others in their practice • The school leader models effective leadership practices and mentors emerging leaders • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.
Highly Effective (3)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives those actions are guided by the desire to continually improve the school and help all students learn.
Effective (2)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement
Needs Improvement / Developing (1)	The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.
Unsatisfactory (0)	The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.

Evidences for Element 2 of Domain V (Required Evidence*)
• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*
• The school leader can identify how learning from adversity has enabled him/her to be a focused leader*
• The school leader reacts constructively and overcomes barriers to success that could include disagreement and dissent with leadership*
• The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities*
• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*
• The school leader actively promotes practices and policies acknowledging the diversity in the school*
• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
• Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
• Faculty and staff describe the school leader as one who "walks the walk and talks the talk"
• The school leader demonstrate his or her ability to follow through with initiatives
• Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
• Faculty and staff describe the school leader as one who speaks with candor
• Faculty and staff describe the school leader as one who is willing to "take on tough issues"
• When asked, students describe the leader as one who makes their school better
• When asked, students describe the leader as one who helps them overcome obstacles to learning

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Highly Effective (3)	The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly to support an environment focused on student learning.
Effective (2)	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.
Needs Improvement / Developing (1)	The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.

Evidences for Element 3 of Domain V **(Required Evidence*)**
• Instructional and behavioral routines and procedures are in place to support student engagement in learning*
• Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school*
• The school leader maintains a school climate to support student engagement in learning*
• School leader provides ongoing feedback to teachers regarding the learning environment*
• Highly engaged classroom practices are routine at the school*
• The school leader provides a means for faculty and staff to communicate about the safety of their school
• Faculty and staff know the emergency management procedures and how to implement them for specific incidents
• The school leader can provide evidence of practicing emergency management procedures for specific incidents
• The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff
• When asked, faculty and staff describe the school as a safe and orderly place focused on learning
• When asked, the faculty and staff describe the leader as highly visible and accessible

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy .

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that the learning environment supports student engagement and regularly reviews and updates actions and procedures to ensure the perception of the school community is that the school is preparing students for life in a democratic society and global economy.
Highly Effective (3)	The school leader ensures that the school learning environment supports student engagement AND monitors the extent to which students, parents, and the community share the perception that the school learning environment supports students engagement and is preparing students for life in a democratic society and global economy.
Effective (2)	The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.
Needs Improvement / Developing (1)	The school leader attempts to ensure that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that students, parents, and the community recognize the school learning environment supports student engagement.

Evidences for Element 4 of Domain V (Required Evidence*)
• The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*
• The school leader ensures students are ready to be contributing members of society and participate in a global community*
• Instructional strategies for highly engaged classrooms are part of the school learning environment*
• When asked, students, parents and community describe the school as a safe, respectful and student centered*
• The school leader cultivates relationships with parents and community leaders to improve the school
• Clear and specific rules and procedures are in place to maintain an environment focused on learning
• The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)
• The school leader employs social media so that students may anonymously report potential incidents
• The school leader coordinates with local law enforcement agencies regarding school safety issues
• The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning
• When asked, students, parents, and community members perceive the school as safe and orderly

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning.
Highly Effective (3)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching AND monitors the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.
Effective (2)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment.
Needs Improvement / Developing (1)	The school leader attempts to ensure strategic instructional resourcing and attempts to manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure strategic instructional resourcing and does not manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.

Evidences for Element 5 of Domain V (Required Evidence*)
• The school leader manages and imposes deadlines on self and the organization that effect the operation of the school*
• The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)*
• The school leader manages time effectively in order to maximize focus on instruction*
• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*
• The school leader effectively manages materials, time and resources for specific classes and courses meet the state or district specifications for those classes and courses
• The school leader effectively manages human, fiscal and facility resources to provide support for instruction
• The school leader provides adequate training for the instructional technology teachers are expected to use
• When asked, faculty and staff report that they have adequate materials to teach effectively
• When asked, faculty and staff report that they have adequate time to teach effectively
• When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Highly Effective (3)	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people –delete and change to teachers and students feel honored for their success and contributions.
Effective (2)	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Needs Improvement / Developing (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.

Evidences for Element 6 of Domain V (Required Evidence*)
• The school leader plans for and celebrates the success of the diverse populations in the school*
• The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
• The school leader recognizes incremental success of students and teachers
• The school leader recognizes the success of individual departments
• The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)
• When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated
• When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated

School Leadership Evaluation Short Form - Florida Model

Domain 1: A Data-Driven Focus on Student Achievement

1. The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.
2. The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.
3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.
4. The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.
5. The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet...

Domain 2: Continuous Improvement of Instruction

6. The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills...
7. The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.
8. The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the...
9. The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing...
10. District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional...
11. The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Domain 3: A Guaranteed and Viable Curriculum

12. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
13. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
14. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.
15. The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a...

Domain 4: Communication, Cooperation and Collaboration

16. The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages...
17. The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.
18. The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-

Domain 5: School Climate

21. The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.
22. The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.
23. The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the

solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect...

19. The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

20. The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

quality of the learning environment.

24. The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

25. The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and...

26. The school leader acknowledges the success of the whole school, as well as individuals within the school.

Domain 1: A Data-Driven Focus on Student Achievement

The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Evidence:

Required Evidences:

☐ Learning goals are established for eliminating the achievement gap for all students

☐ The school leader establishes high expectations for all students to show learning growth

☐ Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap

☐ Learning goals are established based on state and district curriculum and academic standards

Add Evidence from Leadership Conference Responses::

Resources:

Scale

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

Evidence:

Required Evidences:

☐ Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common

assessments

☐ Faculty and staff work as a system focused on student learning

☐ Student performance data and expectations for learning are communicated to all stakeholders

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Evidence:

Required Evidences:

☐ The school leader achieves results on the school's learning goals

☐ Student learning results are evidenced by growth and progress on district and state assessments

☐ The school leader analyzes achievement data for student subgroups within the school

☐ Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)

☐ Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student

subgroups in order to help all students meet...

The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals.

Evidence:

Required Evidences:

☐ The school leader ensures differentiated instruction is a predominant instructional practice

☐ When asked, students report their teachers provide culturally relevant instruction that helps them learn

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

Domain 2: Continuous Improvement of Instruction

The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills...

The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Evidence:

Required Evidences:

☐ The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the...

The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Evidence:

Required Evidences:

- [ ] Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- [ ] The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
- [ ] The school leader can describe effective practices and problems of practice of the teachers in the school
- [ ] The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing...

The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Evidence:

Required Evidences:

- [ ] Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- [ ] The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels
- [ ] Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- [ ] The school leader can link teacher evaluation data with student achievement data
- [ ] When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement
- [ ] Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction

Add Evidence from Leadership Conference Responses::

Resources:
  Scale

Scale:
  Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional...

District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Evidence:

  Required Evidences:

  ☐ Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction

Add Evidence from Leadership Conference Responses::

Resources:
  Scale

Scale:
  Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Add Evidence from Leadership Conference Responses::

Resources:
  Scale

Scale:
  Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

Domain 3: A Guaranteed and Viable Curriculum

The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Evidence:

Required Evidences:

☐ The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Evidence:

Required Evidences:

☐ The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a...

The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Add Evidence from Leadership Conference Responses::

Resources:
   [Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

Domain 4: Communication, Cooperation and Collaboration

The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages...

The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Evidence:

Required Evidences:

- ☐ The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices
- ☐ Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)

Add Evidence from Leadership Conference Responses::

Resources:
   [Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Evidence:

Required Evidences:

- ☐ The school leader provides evidence of actively listening and learning from faculty and staff
- ☐ The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)
- ☐ The school leader engages faculty in constructive conversations on important school issues
- ☐ Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning

- [ ] The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects
- [ ] The school leadership team has critical roles in facilitating school initiatives
- [ ] Data-gathering techniques are in place to collect information from teachers

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect...

The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Evidence:

Required Evidences:

- [ ] The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being
- [ ] Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning
- [ ] The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance
- [ ] The school leader implements the Florida Continuous Improvement Model (FCIM)

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Evidence:

Required Evidences:

- [ ] The school improvement team provides input to the leader regarding the school improvement plan and its impact on the functioning of the school*
- [ ] The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities
- [ ] Teacher leaders and other faculty are empowered to share in the leadership of the school
- [ ] Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
- [ ] The school leader models effective leadership practices and mentors emerging leaders
- [ ] The school leader effectively identifies potential leaders and guides them in career development

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

---

The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Evidence:

Required Evidences:

- ☐ The school leader provides evidence of actively listening and learning from students, parents and community
- ☐ Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues
- ☐ The school leader engages in virtual town hall meetings
- ☐ The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community
- ☐ The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input to enhance decision making and efficiency throughout the school
- ☐ The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
- ☐ When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

Domain 5: School Climate

The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Evidence:

Required Evidences:

- ☐ The school leader has a written annual growth plan with deliberate practice goals and priorities
- ☐ The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school
- ☐ The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school
- ☐ The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct

- [ ] The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions
- [ ] The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities
- [ ] The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
- [ ] The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
- [ ] The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan

Add Evidence from Leadership Conference Responses::

Resources:
  [Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Evidence:

Required Evidences:

- [ ] The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers
- [ ] The school leader can identify how learning from adversity has enabled him/her to be a focused leader
- [ ] The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership
- [ ] The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities
- [ ] The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- [ ] The school leader actively promotes practices and policies acknowledging the diversity in the school

Add Evidence from Leadership Conference Responses::

Resources:
  [Scale](#)

Scale:
Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Evidence:

Required Evidences:

- [ ] Instructional and behavioral routines and procedures are in place to support student engagement in learning
- [ ] Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school
- [ ] The school leader maintains a school climate to support student engagement in learning

☐ School leader provides ongoing feedback to teachers regarding the learning environment

☐ Highly engaged classroom practices are routine at the school

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Evidence:

Required Evidences:

☐ The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements

☐ The school leader ensures students are ready to be contributing members of society and participate in a global community

☐ Instructional strategies for highly engaged classrooms are part of the school learning environment

☐ When asked, students, parents, and community members describe the school as safe, respectful, and student centered

Add Evidence from Leadership Conference Responses::

Resources:
[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and...

The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Evidence:

Required Evidences:

☐ The school leader manages and imposes deadlines on self and the organization that effect the operation of the school

☐ The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)

☐ The school leader manages time effectively in order to maximize focus on instruction

☐ The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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The school leader acknowledges the success of the whole school, as well as individuals within the school.

Evidence:

Required Evidences:

☐ The school leader plans for and celebrates the success of the diverse populations in the school

Add Evidence from Leadership Conference Responses::

Resources:

[Scale](#)

Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

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Signatures

Observer Signature: **Date:**

_____   _____

Learner Signature: **Date:**

_____   _____

Create New Growth Plan

Step 1: Take Self-Assessment

Conduct a self-assessment and try to rate yourself on all elements - you do not need to check evidences, upload attachments, or add comments.

Remaining Self-Assessments:

- [SCPS - School Leadership Evaluation Short Form - Florida Model](#)

Step 2: Select Target Elements   1 Element Required

Select 1 to 3 elements as a focus for your Deliberate Practice Plan

- [Select Target Elements](#)

Step 3: Identify Action Steps

Put together your plan for how you will achieve your growth goals.

Step 4: Put Your Plan into Action

Step 2: Select Target Elements

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Plan. Please select one to three elements.

Available Elements	Most Recent Observation Score
SCPS - School Leadership Evaluation Short Form - Florida Model The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.	N/A
Preview | Configure The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.	N/A
Preview | Configure The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.	N/A
Preview | Configure The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.	N/A
Preview | Configure The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet...	N/A
Preview | Configure The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills...	N/A
Preview | Configure The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and	N/A

professional growth plans to serve the school population.

Preview | Configure
The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the...

N/A

Preview | Configure
The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing...

N/A

Preview | Configure
District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional...

N/A

Preview | Configure
The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

N/A

Preview | Configure
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

N/A

Preview | Configure
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

N/A

Preview | Configure
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

N/A

Preview | Configure
The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a...

N/A

Preview | Configure
The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality

N/A

resources and time for professional learning and promotes, participates in, and engages...

Preview | Configure
The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

N/A

Preview | Configure
The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect...

N/A

Preview | Configure
The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

N/A

Preview | Configure
The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

N/A

Preview | Configure
The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

N/A

Preview | Configure
The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

N/A

Preview | Configure
The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

N/A

Preview | Configure
The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

N/A

Preview | Configure
The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the

N/A

fiscal, operational, and...

[Preview](#) | [Configure](#)

The school leader acknowledges the success of the whole school, as well as individuals within the school.

N/A
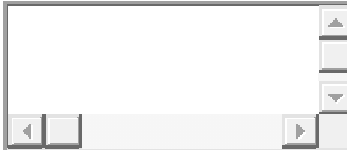
[Preview](#) | [Configure](#)

Step 3: Outline Action Steps

[Back to Plan](#)

Create a plan for reaching your growth goals by adding action steps. Use the bars on the right side of the action step bubbles to drag them into any order you like.

- [Add a Step](#)

- Describe the Action Step:

  *Date:

  Element:

- [Add a Step](#)