



2016-2017

Administrative Evaluation System



Rule 6A-5.030
Form AEST-2015

SCSB Approved: November 22, 2016 (Pending)

Suwannee County School District
2016-2017 Administrator Evaluation System

Suwannee County School District
Ted Roush, Superintendent
2016-2017

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****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.**

1. Performance of Students

Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
 - For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
 - For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].
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Student Growth and Achievement Measures

All school based administrators will be evaluated using the student performance measure as 50% of their evaluation.

School based administrators at schools receiving state learning growth scores:

School based administrators at schools that receive a state VAM score will use the combined aggregated VAM for 50% of the student performance measure, and the additional 50% will be based on student proficiency data as a the school grade. The School Grade Calculation currently includes up to 11 cells. Of these 11 cells, 10 of them directly relate to student performance and/or growth. For example:

Suwannee Elementary, Suwannee Intermediate, and Branford Elementary:

100% of School Grade is Student Performance made up of the following cells -

- *ELA Achievement*
- *ELA Learning Gains*
- *ELA Learning Gains of Lowest 25%*
- *Math Achievement*
- *Math Learning Gains*
- *Math Learning Gains of Lowest 25%*
- *Science Achievement*
- *Social Studies Achievement*

Suwannee Middle:

100% of School Grade is Student Performance made up of the following cells -

- *ELA Achievement*
- *ELA Learning Gains*

- *ELA Learning Gains of Lowest 25%*
- *Math Achievement*
- *Math Learning Gains*
- *Math Learning Gains of Lowest 25%*
- *Science Achievement*
- *Social Studies Achievement*
- *MS Acceleration – EOC/Industry Certification Performance*

Suwannee High School

80% of School Grade is Student Performance (removing HS Acceleration and Grad Rate)

- *ELA Achievement*
- *ELA Learning Gains*
- *ELA Learning Gains of Lowest 25%*
- *Math Achievement*
- *Math Learning Gains*
- *Math Learning Gains of Lowest 25%*
- *Science Achievement*
- *Social Studies Achievement*
- *HS Acceleration – Industry Certification Performance*
- *Graduation Rate*

Branford High School

81% of School Grade is Student Performance (removing HS Acceleration and Grad Rate)

- *ELA Achievement*
- *ELA Learning Gains*
- *ELA Learning Gains of Lowest 25%*
- *Math Achievement*
- *Math Learning Gains*
- *Math Learning Gains of Lowest 25%*
- *Science Achievement*
- *Social Studies Achievement*
- *MS Acceleration – EOC/Industry Certification Performance*
- *HS Acceleration – Industry Certification Performance*
- *Graduation Rate*

This being the case, 25% of the final evaluation score is VAM and at minimum 20% of the final evaluation is student performance as indicated on school grade data, providing a minimum total of 45% of the final evaluation coming from student performance data.

VAM data will be translated to a rating of HE, EF, NI, or UN based on the State’s adopted formula. Three years of state assessment data, measuring student learning growth, will be used. The points awarded for School VAM scores will be added to points for school grades based on the following chart:

VAM Rating	Points	School Grade	Rating
Highly Effective	150 Points	A – Highly Effective	150 Points
Effective	120 Points	B – Effective	130 Points
Needs Improvement	90 Points	C – Effective	110 Points
Unsatisfactory	60 Points	D – Needs Improvement	90 Points
		F - Unsatisfactory	60 Points

School based administrators at schools that do not receive a school grade or a state learning growth score (VAM).

School based administrators at schools that do not receive a school grade or a state learning growth score (VAM) will use the following student performance matrix to calculate the student performance measure based on school characteristics.

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL BASED ADMINISTRATOR
STUDENT PERFORMANCE MATRIX

School _____

School Year _____

Student Performance Indicators	A	B	C
	# of Students	# of Students Meeting Criteria	% of Students Meeting Criteria
A. <i>FSA ELA</i> : Students scoring satisfactory or above			
B. <i>FSA Math</i> : Students scoring satisfactory or above			
C. <i>Reading Readiness (K)</i> : Students with a final assessment that indicates a Readiness to Read rate at satisfactory (when available).			
D. <i>Reading Proficiency (K-2)</i> : Students who have a final monitoring assessment that indicates satisfactory or above			
E. <i>Math Proficiency (K-3)</i> : Students who have a final monitoring assessment that indicates satisfactory or above.			
F. <i>Program Completion Rate (Vocational/Technical)</i> : Students completing CTE programs			
G. <i>Placement Rate (Vocational/Technical)</i> : Program completers securing jobs or meeting placement requirements			
H. <i>Industry Certification Exam Pass Rate (Vocational/Technical)</i> : Students passing industry certification exams			
Total Score Calculation			
<p>Bring down the total in columns A, B, and C to the Total Score Calculation Row</p> <p>Total # of Students meeting criteria (B) divided by total number of Students Assessed (A) = % of Students meeting Criteria (C)</p> <p>Multiply % of Students meeting Criteria (C) x 3 = To get the Total Student Performance Score on the 300 point scale.</p>			
<p>Above 240 = Highly effective 151 – 239 = Effective 75 - 150 = Needs Improvement Below 75 = Unsatisfactory</p>	<p>Total Student Performance Score: _____/300</p> <p>Rating: _____</p>		

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
 - Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
 - For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
 - Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
 - Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].
-

Suwannee county will have an administrative evaluation system that weighs instructional leadership as 50% of the summative evaluation calculation.

The Suwannee County School District uses the Copeland Evaluation Model.

Philosophy

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

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

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

Generally, the guidelines can be summarized as follows:

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

Purpose

The purpose of the Performance Appraisal System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

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

Strategic Base

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

The strategic goals of Suwannee County School District include:

1. Improve academic achievement for all students
2. Ensure safe and healthy schools
3. Increase average daily attendance and graduation rate
4. Attract and retain high quality teachers and staff
5. Improve parental and community involvement
6. Reduce dropout rate
7. Align resources and maintain strategic planning

Performance Assessment Procedures

1. Orientation/Training

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

In-service training will be provided in the following areas of personnel performance appraisal:

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

2. Planning Session

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

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

One evaluation is required each year for school-based administrators.

The number of additional evaluation(s) may depend on several factors including

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

3. Interim Reviews

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

4. Rating Scale Definitions

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

Highly Effective

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

Effective

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

Needs Improvement

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements

for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory

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

5. Other Documentation Sources

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

- A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.
- B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include
 1. Self-Evaluation
 2. School Improvement Plan - From the annual analysis of the evaluation instrument, including the distribution of rankings, this data will be used to influence individual school and the district school improvement planning process.
 3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as State Assessments, District Progress Monitoring Assessments, Industry Certification Exams, or other available means of assessment
 - Formal and informal program reviews
 4. AdvancED/Southern Association Accreditation Reports
 5. School Climate Survey Instruments from teachers, parents and students.
 6. Collect parent input by including the following statement on the Annual School Climate Survey: *"If an educator, including the administrators, at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."*

7. All duties required of the position (job descriptions)
8. State School Performance Grade

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

- C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.
- D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within the school district through the master in-service plan.
- E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.
- F. **Confirmed Observation** - Direct observation by the supervisor of an employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

6. Professional Development Assistance Plan

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

8. Career Development

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the employee. This discussion is to consider the long-term goals and developmental needs. For additional reference, see Item 10, Professional Learning.

9. Coaching and Assistance

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

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners. When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

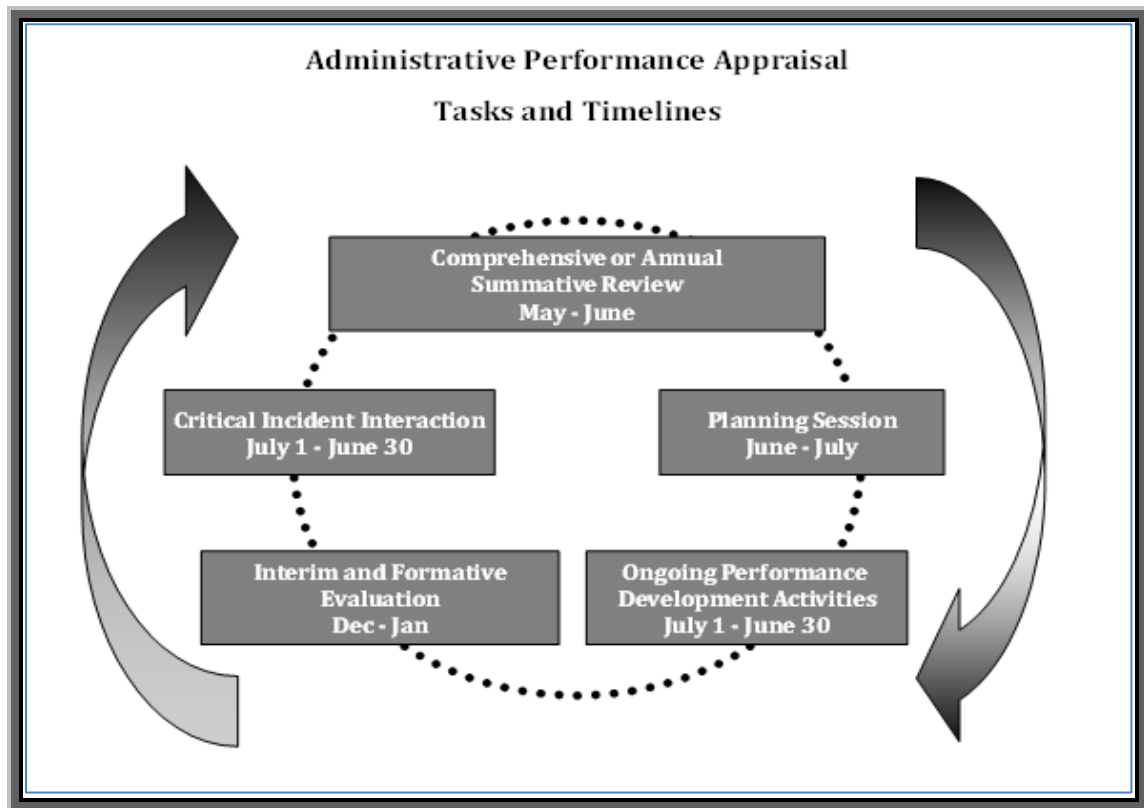
10. Performance Assessment Tasks and Timelines

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

1. Each employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluation(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.
3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.
4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.
5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.
6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self-esteem.
7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development

assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the annual summative performance review conference in which the employee receives the final ratings on each domain and indicator. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor. Such assessments may be amended up to ninety (90) days contingent upon receiving student growth and achievement data from state testing results.
9. The initial planning meeting is scheduled to repeat the cycle.



Performance Appraisal Tasks

Comprehensive or Annual Summative Review

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

Planning Session

- ☐ Planning growth opportunities
- ☐ Negotiation of goals

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

On-going Performance Development Activities

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

Interim - Formative Reviews

- ☐ Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- ☐ Review data collection - informal portfolio, share and receive preliminary feedback
- ☐ Clarify standards of measurements
- ☐ Discuss noteworthy achievements
- ☐ Provide coaching and encouragement in focus areas

Critical Incident Interactions

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

11. Professional Learning

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

- Each school district shall design a system, approved by the Department of Education, for the professional growth of personnel that links and aligns in-service activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- In-service activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The supervisor and the employee, being knowledgeable of district and school improvement plans and the students’ performance data, should conduct a comprehensive inventory of

personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.

- From this inventory, the supervisor and the employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the school.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Supervisors must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

12. Performance Appraisal Summary

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

13. Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and school based administrators and increasing student growth and achievement. This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

14. Annual Review of Evaluation System

The district will conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indicator. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. All amended systems will comply with Florida Statutes.

15. Professional Development Alignment

The Suwannee County School District participates in Professional Development Activities as outlined in the NEFEC Master In-service Plan. The district works with NEFEC to identify areas for development and administrators participate in those activities. Results from performance appraisals are used to identify the professional development activities the principal is to participate in. Reviews of student achievement data is used to determine the effectiveness of staff development taking place during the year, as well as influencing staff development to be included in School Improvement Plans, IPDPs, and ILDPs.

Domain 1: Institutional Growth and Development			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of institutional science and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of institutional science and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 1: Institutional Growth and Development

Domain Indicators

Policy Governance

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

Leadership/Management

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

Domain 2: Applied Systems Science			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of applied systems science and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of applied systems science and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 2: Applied Systems Science

Domain Indicators

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

Domain 3: Institutional Climate			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of institutional climate and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of institutional climate and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 3: Institutional Climate	
Domain Indicators	
38.	The degree to which goal focus, as a contributor to institutional climate, is understood and coached.
39.	The degree to which communication, as a contributor to institutional climate, is understood and coached.
40.	The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.
41.	The degree to which morale, as a contributor to institutional climate, is understood and nurtured.
42.	The degree to which innovation and adaption, as a contributor to institutional climate, is understood and coached.
43.	The degree to which autonomy, as a contributor to institutional climate, is understood and coached.
44.	The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.
45.	The degree to which commitment, as a contributor to institutional climate, is understood and coached.
46.	The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.
47.	The degree to which student growth and achievement is a primary focus in establishing institutional climate.

Domain 4: Instructional Leadership			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of instructional leadership and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of instructional leadership and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 4: Instructional Leadership

Domain Indicators

48. Provide instructional leadership and supervision for student achievement.
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.
53. Analyze and report the results of the School Improvement Team's efforts on student performance.
54. Coordinate program planning with district instructional staff.
55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.
56. Facilitate the testing program for the school.
57. Align school initiatives with district, state and school goals.
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.
62. Facilitate the development and implementation of the school technology plan.
63. Provide leadership in the effective use of technology in the classroom.
64. Explore and evaluate new technologies and their educational impact.
65. Assist classroom teachers with the effective use of technology.
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.

Domain 5: Building and Site Management			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of building and site management and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of building and site management and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 5: Building and Site Management

Domain Indicators

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

Domain 6: Core Concepts of Management			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of core concepts of management and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of core concepts of management and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 6: Core Concepts of Management

Domain Indicators

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

Domain 7: Applied Protocols of Leadership			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of applied protocols of leadership and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of applied protocols of leadership and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 7: Applied Protocols of Leadership

Domain Indicators

81. High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
82. High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.
83. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
84. High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.
85. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.
86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
87. High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.
89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.
90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.
91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.
92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.
93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.
94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.
95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.
96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.

Domain 7: Applied Protocols of Leadership

Domain Indicators

- 97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.
- 98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.
- 99. High performing leaders continually conduct research and development for institutional growth purposes.

Domain 8: Staff Development			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of staff development and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of staff development and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 8: Staff Development	
Domain Indicators	
100.	Engage in continuing improvement of professional knowledge and skills.
101.	Assist others in acquiring new knowledge and understanding.
102.	Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
103.	Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
104.	Participate in school data collection of teacher input on principal's performance assessment program.
105.	Supervise the establishment and maintenance of individual professional development plans for each instructional employee.
106.	Supervise assigned personnel and make recommendations for appropriate employment action.
107.	Manage and administer personnel development through training, inservice and other developmental activities.
108.	Provide training opportunities and feedback to personnel at the assigned school.
109.	Perform all required professional development services.

Domain 9: Student Growth and Achievement			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of student growth and achievement and applies these principles to the indicators below.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of student growth and achievement and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 9: Student Growth and Achievement
Domain Indicators
110. Ensure that student growth and achievement are continuous and appropriate school-wide.

Domain 9: Student Growth and Achievement
Domain Rubric

VAM RATING STUDENT PERFORMANCE MATRIX RATING		
Highly Effective	150	
Effective	120	
Needs Improvement	90	
Unsatisfactory	60	
SCHOOL GRADE		
A	150	
B	130	
C	110	
D	90	
F	60	
DOMAIN RAW SCORE		

Alignment to the Florida Principal Leadership Standards (FPLS)

Domain 1 – Student Achievement

1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals.

- | | |
|---|--------------------|
| a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and, | Domains 1, 2, 4, 9 |
| 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. | Domains 1, 2, 4, 9 |

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.

- | | |
|---|--------------------------|
| a. Enables faculty and staff to work as a system focused on student learning; | Domains 3, 4, 5, 6, 7, 9 |
| b. Maintains a school climate that supports student engagement in learning; | Domains 3, 4, 5, 6, 7, 9 |
| c. Generates high expectations for learning growth by all students; and, | Domains 3, 4, 5, 6, 7, 9 |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | Domains 3, 4, 5, 6, 7, 9 |

Domain 2 – Instructional Leadership

3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.

- | | |
|---|-----------------------|
| a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; | Domains 1, 3, 4, 6, 7 |
| b. Engages in data analysis for instructional planning and improvement; | Domains 1, 3, 4, 6, 7 |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | Domains 1, 3, 4, 6, 7 |
| d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and, | Domains 1, 3, 4, 6, 7 |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | Domains 1, 3, 4, 6, 7 |

4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty/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; | Domains 1, 3, 6, 7, 8 |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | Domains 1, 3, 6, 7, 8 |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | Domains 1, 3, 6, 7, 8 |
| 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; | Domains 1, 3, 6, 7, 8 |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | Domains 1, 3, 6, 7, 8 |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | Domains 1, 3, 6, 7, 8 |

5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's 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; | Domains 1, 3, 4, 5 |
| b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; | Domains 1, 3, 4, 5 |
| c. Promotes school and classroom practices that validate and value similarities and differences among students; | Domains 1, 3, 4, 5 |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | Domains 1, 3, 4, 5 |
| e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and, | Domains 1, 3, 4, 5 |
| f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. | Domains 1, 3, 4, 5 |

Domain 3 – Organizational Leadership		
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.		
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;		Domains 1, 3, 6, 7
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;		Domains 1, 3, 6, 7
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;		Domains 1, 3, 6, 7
d. Empowers others and distributes leadership when appropriate; and,		Domains 1, 3, 6, 7
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.		Domains 1, 3, 6, 7
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;		Domains 1, 2, 6, 7, 8
b. Provides evidence of delegation and trust in subordinate leaders;		Domains 1, 2, 6, 7, 8
c. Plans for succession management in key positions;		Domains 1, 2, 6, 7, 8
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,		Domains 1, 2, 6, 7, 8
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.		Domains 1, 2, 6, 7, 8
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.		
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;		Domains 1, 2, 4, 5, 6, 7
b. Establishes appropriate deadlines for him/herself and the entire organization;		Domains 1, 2, 4, 5, 6, 7
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,		Domains 1, 2, 4, 5, 6, 7
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.		Domains 1, 2, 4, 5, 6, 7
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.		
a. Actively listens to and learns from students, staff, parents, and community stakeholders;		Domains 1, 2, 5, 6, 7
b. Recognizes individuals for effective performance;		Domains 1, 2, 5, 6, 7
c. Communicates student expectations and performance information to students, parents, and community;		Domains 1, 2, 5, 6, 7
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;		Domains 1, 2, 5, 6, 7
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.		Domains 1, 2, 5, 6, 7
f. Utilizes appropriate technologies for communication and collaboration; and,		Domains 1, 2, 5, 6, 7
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.		Domains 1, 2, 5, 6, 7
Domain 4 – Professional and Ethical Behavior		
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.		
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;		Domains 1, 2, 3
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;		Domains 1, 2, 3
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;		Domains 1, 2, 3
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;		Domains 1, 2, 3
e. Demonstrates willingness to admit error and learn from it; and,		Domains 1, 2, 3
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.		Domains 1, 2, 3

SUWANNEE COUNTY SCHOOL DISTRICT

SCHOOL BASED ADMINISTRATOR

PROFESSIONAL DEVELOPMENT PROGRAM

Name _____ Employee # _____ School Year _____

Position _____ School/Dept. _____

*No more than three areas of growth should be pursued at any one time.	A.	B.	C.
Section 1: Growth Dimension <i>List areas of perceived growth opportunities. What new knowledge must be gained in order to become more effective with reference to school, district and state initiatives; i.e. course titles, training programs, skills, contemporary readings, clinical practice, program observations, technology skill development and others.</i>			
Section 2: Service Provider Support and Impact Correlation <i>Names and locations of agencies, departments, master in-service plan components, institutions or persons that will provide the specific training. Explain how the new knowledge correlates to a performance category from the job description, a specific competency, accomplished practice, goal setting component and/or student growth and achievement.</i>			
Section 3: Timeliness <i>List the anticipated time required to complete each segment of the planned activity. Effective development plans generally span a period of two to three years. Such plans are subject to annual review and modifications based on changing priorities, emerging technology and the like.</i>			
Section 4: Program Assessment <i>Describe in specific terms how the successful completion of the program components of each growth dimension will be determined. This description should include the measurable impact on student growth and achievement.</i>			

Employee's Signature _____ Date _____

Supervisor's Signature _____ Date _____

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL BASED ADMINISTRATOR
PROFESSIONAL DEVELOPMENT ASSISTANCE FORM

Employee's Name: _____

Position: _____

Supervisor's Name: _____

PERFORMANCE EXPECTATION

IMPROVEMENT OBJECTIVE

STRATEGIES

ASSISTANCE

Date for follow-up review: _____ **Date for completion:** _____

Employee's Signature

Date

Supervisor's Signature

Date

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district

.....

N/A due to the fact that this piece, Professional Responsibilities in the Copeland Model, is built into the performance indicators in the Instructional Leadership section.

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.
Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

Scoring Guide for the Copeland Model

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the Copeland Model for principal evaluation, the summative annual performance level is based on two factors:

Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS) represents 50% (300 points) of the annual performance level. These assessments are categorized in Domains 1-8.

Student Growth Measures Score: The performance of students under the leader's supervision represents 50% (300 points) of the annual performance level. The specific growth measures used and "cut points" applied must conform to Florida Statutes and State Board rules. For measuring student learning growth, school administrators at schools that are assigned school grades will use the school-wide aggregate of the Value-Added Model. Three years of state assessment data, measuring student learning growth, will be used for 50% of the evaluation.

Summary of Scoring Processes

1. Score Performance Responsibilities in Domains 1-8 (Leadership Practice)
2. Score Domains
3. Calculate Student Growth Measure Score
4. Combine Leadership Practice score and Student Growth Measures score and assign Overall Rating

About the Copeland Model Scoring Process

The Copeland Model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the Copeland Model to summarize feedback on domains, proficiency areas, and performance responsibilities:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)
- Leadership Practice Weighting: The Copeland Model Leadership Practice score is based on ratings for each of the eight domains. Each domain is weighted according to beliefs from research, consistent with the essential performance responsibilities of the domain service category regarding position success. Therefore, each domain is assigned a weight and a total point value believed to be consistent with the essence of the domain using a 300 point scale. The range of value is broken into four categories: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. The total value with a Highly Effective rating in each indicator equals 300 points. The weights are:

	U	NE	E	HE
Domain 1: 16%	0	20	40	50
Domain 2: 16%	0	20	40	50
Domain 3: 12%	0	14	28	35
Domain 4: 20%	0	24	48	60
Domain 5: 5%	0	6	12	15
Domain 6: 12%	0	14	28	35
Domain 7: 12%	0	14	28	35
Domain 8: 7%	0	8	16	20

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the performance responsibilities. The evaluator also will score each of the performance responsibilities. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each performance responsibilities and, using the procedures in this scoring guide, calculates the Leadership Practice score.

Indicator ratings:

When assigning ratings to performance responsibilities in the Copeland Model, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels of the performance responsibility. The illustrative examples of Leadership Evidence and Impact Evidence for each performance responsibility provide direction on the range of evidence to consider. The rating for each performance responsibility is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

The Copeland Model rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory “ and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the Copeland Model.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

How to Score the Copeland Model

Generating a score has four (4) steps:

Step One: Rate each Performance Responsibility.

Start with judgments on the performance responsibilities. Performance responsibilities in each Domain are rated as HE, E, NI, or U based on accumulated evidence.

- The Copeland Model supports this indicator proficiency rating process with **rubrics** for distinguishing between the levels (HE, E, NI, or U) that are specific to the performance responsibility.
- Ratings can be recorded on the long form or the short form.

Step Two: Score each Domain.

Ratings on the performance responsibilities in a Domain are calculated to assign a summative scale value (HE, E, NI, or U) to each domain. Since the number of performance responsibilities in a Domain varies, the following formula is applied to calculate the multiplier for each proficiency rating.

$$\text{Points for Proficiency Rating} \div \text{Total Number of Performance Responsibilities}$$

The following tables show the calculations for each domain.

Domain 1: Institutional Growth and Development - 22 Performance Responsibilities

Unsatisfactory	$0 \div 22 = 0$
Needs Improvement	$20 \div 22 = .91$
Effective	$40 \div 22 = 1.82$
Highly Effective	$50 \div 22 = 2.27$

Domain 2: Applied Systems Science - 15 Performance Responsibilities

Unsatisfactory	$0 \div 15 = 0$
Needs Improvement	$20 \div 15 = 1.33$
Effective	$40 \div 15 = 2.67$
Highly Effective	$50 \div 15 = 3.33$

Domain 3: Institutional Climate - 10 Performance Responsibilities

Unsatisfactory	$0 \div 10 = 0$
Needs Improvement	$14 \div 10 = 1.40$
Effective	$28 \div 10 = 2.80$
Highly Effective	$35 \div 10 = 3.50$

Domain 4: Instructional Leadership - 20 Performance Responsibilities

Unsatisfactory	$0 \div 20 = 0$
Needs Improvement	$24 \div 20 = 1.20$
Effective	$48 \div 20 = 2.40$
Highly Effective	$60 \div 20 = 3.00$

Domain 5: Building and Site Maintenance - 8 Performance Responsibilities

Unsatisfactory	$0 \div 8 = 0$
Needs Improvement	$6 \div 8 = .75$
Effective	$12 \div 8 = 1.50$
Highly Effective	$15 \div 8 = 1.88$

Domain 6: Core Concepts of Management - 5 Performance Responsibilities

Unsatisfactory	$0 \div 5 = 0$
Needs Improvement	$14 \div 5 = 2.80$
Effective	$28 \div 5 = 5.60$
Highly Effective	$35 \div 5 = 7.00$

Domain 7: Applied Protocols of Leadership - 19 Performance Responsibilities

Unsatisfactory	$0 \div 19 = 0$
Needs Improvement	$14 \div 19 = .74$
Effective	$28 \div 19 = 1.47$
Highly Effective	$35 \div 19 = 1.84$

Domain 8: Staff Development - 10 Performance Responsibilities

Unsatisfactory	$0 \div 10 = 0$
Needs Improvement	$8 \div 10 = .80$
Effective	$16 \div 10 = 1.60$
Highly Effective	$20 \div 10 = 2.00$

The evaluator will then add up the total number of performance responsibilities for each proficiency rating and transfer this number to the scoring box for that domain. The total number of each proficiency rating is then calculated by the multiplier. These results are then added to achieve the Domain Raw Score. The Domain Raw Score becomes the Summative Scale Value and the overall proficiency rating (U, NI, E, HE) based on the scale for that domain.

Step Three: Score Student Growth and Achievement

For measuring student learning growth for the school year 2014-2015, school administrators will use the school-wide aggregate of the Value-Added Model using the scores from state assessments. Beginning 2015-2016, three years of state assessment data, measuring student learning growth, will be used for 50% of the evaluation.

Step Four: Score Overall Rating

The evaluator will add all scores from Domains 1-8 and Domain 9: Student Growth and Achievement. An overall rating is then assigned using the following scale.

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-119	120 - 359	360 - 539	540 – 600

SUWANNEE COUNTY SCHOOL DISTRICT

SCHOOL BASED ADMINISTRATOR

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ Employee # _____

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

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

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

Signature of Evaluator

Date

Signature of Evaluatee

Date

Signature does not necessarily indicate agreement with this evaluation.

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
Policy Governance					
1. The degree to which School Board rules are understood and applied in daily operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The degree to which State Board of Education rules are understood and applied in daily operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The degree to which Florida Statutes governing public education are understood and applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The degree to which the provisions of the labor contracts are understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The degree to which the Florida educational accountability system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The degree to which internal administrative procedures and policies are understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership/Management					
11. The degree to which expectations are prioritized and acted on following the premise of first things first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. The degree to which the leader plans and prepares relentlessly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
15. The degree to which the art and science of reflection is practiced prior to making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. The degree to which the leader walks the walk of the leadership message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. The degree to which loyalty "a vital virtue" is practiced toward the school, the school district, public education in general, and to each staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. The degree to which the traits of interpersonal sensitivity are consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Domain Raw Score	Unsatisfactory 0 - 9	Needs Improvement 10 - 29	Effective 30 - 44	Highly Effective 45 - 50
Summative Scale Value	0	20	40	50

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

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

Domain Raw Score	Unsatisfactory 0 - 9	Needs Improvement 10 - 29	Effective 30 - 44	Highly Effective 45 - 50
Summative Scale Value	0	20	40	50

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

Domain 3: Institutional Climate (Continued)

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

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 - 35
Summative Scale Value	0	14	28	35

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
48. Provide instructional leadership and supervision for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Analyze and report the results of the School Improvement Team's efforts on student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Coordinate program planning with district instructional staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Facilitate the testing program for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Align school initiatives with district, state and school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Facilitate the development and implementation of the school technology plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
63. Provide leadership in the effective use of technology in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Assist classroom teachers with the effective use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	3.00	=	
Domain Raw Score					

Domain Raw Score	Unsatisfactory 0 - 11	Needs Improvement 12 - 35	Effective 36 - 53	Highly Effective 54 - 60
Summative Scale Value	0	24	48	60

Domain 5: Building and Site Management	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
68. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. The degree to which work orders are submitted and monitored in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. The degree to which the campus is made safe for students and staff from intruders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
73. The degree to which the community is engaged in making the campus and facilities a source of community pride.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
74. The degree to which public access and presence on campus is monitored and controlled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
75. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.					

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

Domain Raw Score	Unsatisfactory 0 - 2	Needs Improvement 3 - 8	Effective 9 - 13	Highly Effective 14 - 15
Summative Scale Value	0	6	12	15

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

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

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 - 35
Summative Scale Value	0	14	28	35

Domain 7: Applied Protocols of Leadership		Performance Values (Check)				Observation Code*
Performance Responsibilities		U	NI	E	HE	Indicate all that apply
81. High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
82. High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
83. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
84. High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
85. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
87. High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 7: Applied Protocols of Leadership		Performance Values (Check)				Observation Code*
Performance Responsibilities		U	NI	E	HE	Indicate all that apply
92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
99. High performing leaders continually conduct research and development for institutional growth purposes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Domain Raw Score	Unsatisfactory 0 - 6	Needs Improvement 7 - 20	Effective 21 - 31	Highly Effective 32 - 35
Summative Scale Value	0	14	28	35

Domain 8: Staff Development	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
100. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
101. Assist others in acquiring new knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
104. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
106. Supervise assigned personnel and make recommendations for appropriate employment action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
107. Manage and administer personnel development through training, inservice and other developmental activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
108. Provide training opportunities and feedback to personnel at the assigned school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
109. Perform all required professional development services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Domain Raw Score	Unsatisfactory 0 - 3	Needs Improvement 4 - 11	Effective 12 - 17	Highly Effective 18 - 20
Summative Scale Value	0	8	16	20

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

VAM RATING/STUDENT PERFORMANCE MATRIX RATING	
Highly Effective	150
Effective	120
Needs Improvement	90
Unsatisfactory	60

SCHOOL GRADE	
A	150
B	130
C	110
D	90
F	60

Domain Total Raw Score _____

Domain Raw Score	Unsatisfactory 0-150	Needs Improvement 151-229	Effective 230-269	Highly Effective 270-300
Raw Score = Summative Scale Value				

Part I: Instructional Leadership

	Instructional Leadership Scale Value			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Domain 1: Institutional Growth and Development	0	20	40	50
Domain 2: Applied Systems Science	0	20	40	50
Domain 3: Institutional Climate	0	14	28	35
Domain 4: Instructional Leadership	0	24	48	60
Domain 5: Building and site Management	0	6	12	15
Domain 6: Core Concepts of Management	0	14	28	35
Domain 7: Applied Protocols of Leadership	0	14	28	35
Domain 8: Staff Development	0	8	16	20

Domain Raw Score	Unsatisfactory 0-111	Needs Improvement 112-229	Effective 230-269	Highly Effective 270-300
Summative Scale Value				

Instructional Leadership Score: _____

Instructional Leadership Rating: _____

Part II: Student Growth and Achievement

	Student Growth and Performance Scale Value			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Domain 9: Student Growth and Achievement				
STUDENT GROWTH AND PERFORMANCE TOTAL				

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-150	151-229	230-269	270-300

Student Growth and Performance Score: _____

Student Growth and Performance Rating: _____

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL BASED ADMINISTRATOR
OBSERVATION AND DATA COLLECTION/ANALYSIS SUMMARY

Name _____ Position _____

Employee # _____ Subject/Course _____

School/Dept. _____ School Year _____

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Domain 1: Institutional Growth and Development	0	20	40	50
Domain 2: Applied Systems Science	0	20	40	50
Domain 3: Institutional Climate	0	14	28	35
Domain 4: Instructional Leadership	0	24	48	60
Domain 5: Building and Site Management	0	6	12	15
Domain 6: Core Concepts of Management	0	14	28	35
Domain 7: Applied Protocol of Leadership	0	14	28	35
Domain 8: Staff Development	0	8	16	20
<i>Instructional Leadership Subtotal (add all scores above)</i>				
Instructional Leadership Rating	0-111 UN	112-229 NI	230-269 EF	270-300 HE
Domain 9: Student Growth and Achievement Score				
Student Growth and Performance Subtotal	0-150 UN	151-229 NI	230-269 EF	270-300 HE

Unsatisfactory 0-119	Needs Improvement 120-359	Effective 360-539	Very Effective 540-600
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Overall Final Score _____ Overall Final Rating _____

Comments of the Evaluatee _____

Comments of the Evaluator _____

This evaluation has been discussed with me ☐ Yes ☐ No

Signature of Evaluatee

Date

Signature of Evaluator

Date

Signature does not necessarily indicate agreement with this evaluation.

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

5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

In Suwannee County, the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices.

- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

All employees are provided with the evaluation document at the beginning of the school year, in which all employees that will be evaluated using this plan are made aware of indicators, data sources, and method of evaluation. District training is provided by EMCS as determined necessary.

- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

Formal and informal observation data is stored is kept in hard copy files. There is not yet an online system for storage of administrative evaluations. Evaluations are discussed with employees in April-May of each year, with the exception of the student data. Once student data is available, a second meeting takes place to finalize the evaluation. This procedure takes place in July-August. Feedback is formally provided during both meetings, however there is continual ongoing dialog and feedback between supervisors and administrators throughout the course of the year.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

Information collected from administration during feedback sessions after both formal and informal observations, evaluation conferences, Individual Professional Development

Plan (IPDP) development sessions related to performance indicators is used to inform professional development goals for the district and individual schools.

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Suwannee County will require participation in specific professional development programs by those who have been evaluated as less than effective.

- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

In Suwannee County, all administrators must be evaluated at least once a year.

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6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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Suwannee County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - In Suwannee County the employee will have the right to initiate a written response to the evaluation and the response will become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

- In Suwannee County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s.1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Suwannee County will comply with the requirement that the district school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A5.030(2)(i), F.A.C.].

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]

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The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the evaluation, the team reviews data and to determine if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being utilized.

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Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators confirmed the inclusion of student performance:

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

For all school administrators:

- ☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.

- ☐ Description of manner of inclusion of parental input.
- ☐ Description of the district's peer assistance process, if any.
- ☐ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow district policies and procedures in evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.