Holmes District School Board
Established 1869

School Administrator Evaluation System

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

School administrators serve as the primary leaders of Holmes District Schools. School administrators, including Principals and Assistant Principals, offer guidance and assistance to instructional and support staff while creating a positive learning environment in which the focus is on increasing student achievement and success.

The primary purpose of evaluation is to ensure the quality of instructional services to support student learning and achievement. Holmes County school leaders will be evaluated using the Florida Educational Leadership Standards (FELS). Through self-assessments and observations, school administrators and their evaluators will identify areas of strength and areas for growth. This process assures performance is continually enhanced and refined. Performance targets will be both departmental and district measurable targets.

The evaluation process allows evaluators to collect comprehensive and accurate assessment data for judging a school administrator's effectiveness. Effective school leaders improve schools by enhancing the teaching opportunities of educators and the learning opportunities of students.
Holmes District Schools will prioritize key instructional leadership elements while providing support and development to ensure continual growth and validate achievement in all facets of an effective leader. Working collaboratively with an array of stakeholders, Holmes District Schools created a School Administrator Evaluation System organizing the Florida Educational Leadership Standards (FELS) around the eight (8) standards. The evaluation system affords school administrators the opportunity to reflect on their current leadership, skills, and practice, along with establishing goals for the upcoming school year. A self-assessment component is offered and conducted twice a year in an effort to promote on-going professional growth in the following areas:

- ❖ Professional and Ethical Norms
- ❖ Vision and Mission
- ❖ School Operations, Management, and Safety
- ❖ Student Learning and Continuous School Improvement
- ❖ Learning Environment
- ❖ Recruitment and Professional Learning

❖ Building Leadership Expertise
❖ Meaningful Parent, Family, and Community Engagement

The School Administrator Evaluation System is comprised of two components:

A: Component One – Florida Educational Leadership Standards Assessment – Summative evaluation based on eight areas: Professional and Ethical Norms, Vision and Mission, School Operations, Management, and Safety, Student Learning and Continuous Improvement, Learning Environment, Recruitment and Professional Learning, Building Leadership Expertise, and Meaningful Parent, Family, and Community Engagement. (67% of final evaluation – 24 possible points)

B: Component Two – Student Performance Measure – based on Performance Target Goals specified for elementary, junior high, and high schools. (33% of final evaluation – 12 possible points)

Administrators will receive an overall score and rating based on a 36 point score.

School Administrative Evaluation Rating/Point Value	
Final Evaluator Rating	**Final Point Value**
Highly Effective	28.80 - 36.0
Effective	21.60 - 28.79
Needs Improvement	10.80 - 21.59
Unsatisfactory	0 - 10.79

Part II: Evaluation System Requirements

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

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

☒ The district provides training programs and has processes that ensure:

  ➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  ➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all school administrators are evaluated at least once a year.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

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

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

> ➢ Planning of professional development; and
> ➢ Development of school and district improvement plans.

☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any school administrators who

➢ Receive two consecutive unsatisfactory evaluation ratings; or
➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

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

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	August of each school year	Assistant Principals will be informed of the AP indicators, data sources, methodologies, and procedures associated with their evaluation during the district school administrator meeting. This is an in-person meeting.
Principals	August of each school year	Assistant Principals will be informed of the AP indicators, data sources, methodologies, and procedures associated with their evaluation during the district school administrator meeting. This is an in-person meeting.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Pre-Conference	Principal meets formally with the Assistant Principal. AP completes the Instructional Leadership Evaluation Criteria (the FELS self-assessment), rating him/herself according to each descriptor. Principal completes the same instrument, the pre-evaluation assessment, and provides feedback to the AP.
	Year End Conference	School evaluation performance target ratings will be used to calculate the Florida Educational Leadership Standards component of the Assistant Principal's summative evaluation. Final completion of the AP's Summative Performance Evaluation is completed once the assessment data is reported from the state.

Principals	Pre-Conference	District evaluator/supervisor meets formally with the Principal. Principal completes the Instructional Leadership Evaluation Criteria (FELS self-assessment). District evaluator/supervisor completes the same instrument and provides feedback to the Principal.
	Year End Conference	School evaluation performance target ratings will be used to calculate the Florida Educational Leadership Standards component of the Principal's summative evaluation. Final completion of the Principal's Summative Performance Evaluation is completed once the assessment data is reported from the state.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Spring - Instructional Leadership evaluation criteria and school performance levels	Face-to-face conference upon completion of evaluation

		Fall - Final summative evaluation after student performance scores are calculated once the assessment data is reported from the state.	
Principals	1	Spring - Instructional Leadership evaluation criteria and school performance levels Fall - Final summative evaluation after student performance scores are calculated once the assessment data is reported from the state.	Face-to-face conference upon completion of evaluation

Part IV: Evaluation Criteria
A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Holmes County, instructional leadership accounts for 67% of the school administrator performance evaluation.

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

   <u>**Summative Performance Evaluation Calculation**</u>

   <u>1st Component</u>   Leadership Practice   <u>Overall Percent</u>

                     Florida School Leader Assessment (FSLA)   67%

   <u>2nd Component</u>   Student Growth Measures (SGM)   33%

For each school administrator, the percentage of the evaluation system that is based on the instructional leadership criterion is 67%. Sixty seven percent (67%), or 24 points out of 36 possible points, of the evaluation is based on the Florida Educational Leadership Standards. The final assessment displays numerical ratings for each level of proficiency for each descriptor within the eight leadership standards. The supervisor will evaluate each descriptor according to the rubric in Appendix B and indicate the level of performance in Table 1. Points will be awarded for each descriptor (see Table 1) on a scale of 0-3 based on the level of performance.

Table 1. Performance Levels

Unsatisfactory	Needs Improvement	Effective	Highly Effective
The school administrator made few or no efforts towards attainment of the target.	The school administrator made significant efforts to attain the target but did not yet attain the target.	The school administrator met the growth target.	The school administrator exceeded the growth target.
0 points	1 point	2 points	3 points

Each of the eight leadership standards will receive an overall performance level based on the standard score (see Table 2). The standard score is calculated by averaging the scores of the individual descriptors within each standard (see example in Table 3).

Table 2. Standard Score

Score Range	Performance Level
2.60 - 3.00	Highly Effective (HE)
1.90 - 2.59	Effective (E)
1.50 - 1.89	Needs Improvement/Developing (NI/D)
0.00 - 1.49	Unsatisfactory (U)

Table 3. Example of Standard Score Calculation

Standard 1: Professional and Ethical Norms	
Descriptor 1a	2
Descriptor 1b	3
Descriptor 1c	3
Descriptor 1d	2
Sum of Descriptor Scores	10
Number of Descriptors	4
Standard 1 Score	10/4 = 2.5

The overall Instructional Leadership performance level (see Table 4) is determined by finding the sum of the eight standard scores (see example in Table 5).
Table 4. Instructional Leadership Performance

Score Range	Performance Level
20.8 - 24	Highly Effective (HE)
15.2 - 20.72	Effective (E)
12 - 15.12	Needs Improvement/Developing (NI/D)
0 - 11.92	Unsatisfactory (U)

Table 5. Example of Instructional Leadership Score Calculation

Standard	Score
Standard 1	2.5
Standard 2	2.2
Standard 3	2.47
Standard 4	2.0
Standard 5	3.0
Standard 6	2.5
Standard 7	2.92
Standard 8	2.18
Sum of Standard Scores	19.77
Instructional Leadership Performance Level	Effective

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Holmes County, other indicators of performance account for 0% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable. N/A
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance. N/A

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance.

In Holmes County, other indicators of performance account for 0% of the school administrator performance evaluation. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Holmes County, performance of students is 33% of the total rating (12 out of 36 points possible) of the school administrator performance evaluation.

2. Description of additional performance indicators, if applicable. N/A

3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

Student growth carries a value of 12 points and represents 33% of the final evaluation. Holmes County will utilize student assessment data to determine school performance target level.

Each school level (elementary school, combination school, and high school) will have a set of performance targets. Each target goal will have an equal value. Student performance on state assessments and local assessments will be used to determine the school performance target level (see Tables 6-8).

Setting the performance targets will be a collaborative effort between the evaluator/supervisor and the principal/assistant principal. Past performance targets will be considered to set targets that are reasonable and attainable.

Table 6. Elementary School Performance Targets

Performance Targets	Did Not Meet Target	Partially Meets Target	Met Target	Exceeds Target
Reading Proficiency	0	0.9	1.20	1.5
Reading 3rd Grade Proficiency	0	0.9	1.20	1.5
Reading Learning Gains	0	0.9	1.20	1.5
Lowest Quartile Reading Gains	0	0.9	1.20	1.5
Math Proficiency	0	0.9	1.20	1.5
Math Learning Gains	0	0.9	1.20	1.5
Lowest Quartile Math Learning Gains	0	0.9	1.20	1.5
Science Proficiency	0	0.9	1.20	1.5

Table 7. Combination K-8 School Performance Targets

Performance Targets	Did Not Meet Target	Partially Meets Target	Met Target	Exceeds Target
Reading Proficiency	0	0.72	0.96	1.2
Reading Learning Gains	0	0.72	0.96	1.2
Reading 3rd Grade Proficiency	0	0.72	0.96	1.2
Lowest Quartile Reading Gains	0	0.72	0.96	1.2
Math Proficiency	0	0.72	0.96	1.2
Math Learning Gains	0	0.72	0.96	1.2
Lowest Quartile Math Learning Gains	0	0.72	0.96	1.2
Science Proficiency	0	0.72	0.96	1.2
Social Studies Proficiency	0	0.72	0.96	1.2
Middle School Acceleration	0	0.72	0.96	1.2

Table 8. 6-12 Combination School Performance Targets

Performance Targets	Did Not Meet Target	Partially Meets Target	Met Target	Exceeds Target
Reading Proficiency	0	0.65	0.87	1.08
Reading Learning Gains	0	0.65	0.87	1.08
Lowest Quartile Reading Gains	0	0.65	0.87	1.08
Math Proficiency	0	0.65	0.87	1.08
Math Learning Gains	0	0.65	0.87	1.08
Lowest Quartile Math Learning Gains	0	0.65	0.87	1.08
Science Proficiency	0	0.65	0.87	1.08
Social Studies Proficiency	0	0.65	0.87	1.08
Middle School Acceleration	0	0.65	0.87	1.08
Graduation Rate	0	0.65	0.87	1.08
College and Career Acceleration	0	0.65	0.87	1.08

Table 9. K-12 Combination School Performance Targets

Performance Targets	Did Not Meet Target	Partially Meets Target	Met Target	Exceeds Target
Reading Proficiency	0	0.6	0.8	1
Reading Learning Gains	0	0.6	0.8	1
Reading 3rd Grade Proficiency	0	0.6	0.8	1
Lowest Quartile Reading Gains	0	0.6	0.8	1
Math Proficiency	0	0.6	0.8	1
Math Learning Gains	0	0.6	0.8	1
Lowest Quartile Math Learning Gains	0	0.6	0.8	1
Science Proficiency	0	0.6	0.8	1
Social Studies Proficiency	0	0.6	0.8	1
Middle School Acceleration	0	0.6	0.8	1
Graduation Rate	0	0.6	0.8	1
College and Career Acceleration	0	0.6	0.8	1

Table 10. 9-12 High School Performance Targets

Performance Targets	Did Not Meet Target	Partially Meets Target	Met Target	Exceeds Target
Reading Proficiency	0	0.71	0.95	1.2
Reading Learning Gains	0	0.71	0.95	1.2

Lowest Quartile Reading Gains	0	0.71	0.95	1.2
Math Proficiency	0	0.71	0.95	1.2
Math Learning Gains	0	0.71	0.95	1.2
Lowest Quartile Math Learning Gains	0	0.71	0.95	1.2
Science Proficiency	0	0.71	0.95	1.2
Social Studies Proficiency	0	0.71	0.95	1.2
Graduation Rate	0	0.71	0.95	1.2
College and Career Acceleration	0	0.71	0.95	1.2

The overall Student Performance level (see Table 11) is determined by finding the sum of the performance targets in each area.

Table 11. Student Performance Level

Score Range	Performance Level
9.6 - 12	Highly Effective (HE)
7.20 - 9.59	Effective (E)
3.60 - 7.19	Needs Improvement/Developing (NI/D)
0 - 3.59	Unsatisfactory (U)

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

> ❖ **Component One:** Florida Educational Leadership Standards Assessment (possible 24 points) Supervisor's Summative Evaluation
>
> ❖ **Component Two:** Student Performance Level (possible 12 points) Performance targets for Elementary, Combination K-8, 6-12, K-12, or High School

Overall Score and Ratings – The administrator will receive an overall score and rating based on a 36 point scale (24 points possible for demonstrations of the Florida Educational Leadership Standards and 12 points possible for Student Performance Level. The total of these two components will determine the overall rating for the school-based administrator based on the following scale:

Table 12. Summative Ratings

Level of Proficiency	Two Goals/Targets
Highly Effective	28.80 - 36.0
Effective	21.60 - 28.79
Needs Improvement	10.80 - 21.59
Unsatisfactory	0 - 10.79

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

Elementary Administrators: Highly Effective Summative Performance Ratings Example

Table 13. Elementary Principal Highly Effective Instructional Leadership Rating

Standard	Score
Standard 1	2.5
Standard 2	2.35
Standard 3	2.47
Standard 4	3.0
Standard 5	3.0
Standard 6	2.5
Standard 7	2.92
Standard 8	2.18
Sum of Standard Scores	20.92
Instructional Leadership Performance Level	Highly Effective

Table 14. Elementary Principal Highly Effective School Performance Rating

Performance Targets	Target Level	Points
Reading Proficiency	meets	1.0
Reading 3rd Grade Proficiency	exceeds	1.5
Reading Learning Gains	exceeds	1.5
Lowest Quartile Reading Gains	meets	1.0
Math Proficiency	exceeds	1.5
Math Learning Gains	meets	1.0
Lowest Quartile Math Learning Gains	meets	1.0
Science Proficiency	exceeds	1.5
Total		10

Table 15. Elementary Principal Summative Rating

Component	Score
Instructional Leadership	20.92
School Performance Level	10
Total	30.92
Summative Performance Level	Highly Effective

High School Administrators: Possible Summative Performance Rating
Table 16. High School Assistant Principal Unsatisfactory Instructional Leadership Rating

Standard	Score
Standard 1	0.81
Standard 2	0.53
Standard 3	1.2
Standard 4	0.75
Standard 5	1.18
Standard 6	0.67
Standard 7	1.1
Standard 8	0.75
Sum of Standard Scores	6.99
Instructional Leadership Performance Level	Unsatisfactory

Table 17. High School Assistant Principal Unsatisfactory School Performance Rating

Performance Targets	Target Level	Points
Reading Proficiency	partially meets	0.4
Reading Learning Gains	did not meet	0.0
Lowest Quartile Reading Gains	did not meet	0.0
Math Proficiency	partially meets	0.4
Math Learning Gains	did not meet	0.0
Lowest Quartile Math Learning Gains	partially meets	0.4
Science Proficiency	partially meets	0.4
Social Studies Proficiency	did not meet	0.0
Graduation Rate	did not meet	0.0
College and Career Acceleration	did not meet	0.0
	Total	1.6

Table 18. High School Assistant Principal Unsatisfactory Summative Rating

Component	Score
Instructional Leadership	6.99
School Performance Level	1.6
Total	8.59
Summative Performance Level	Unsatisfactory

Appendix A – Evaluation Framework Crosswalks

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

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

e.	Recognize individuals for contributions toward the school's vision and mission.	2E (Assistant Principal Rubric)

3. School Operations, Management, and Safety

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

a.	Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3A (Assistant Principal Rubric)

b.	Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3B (Assistant Principal Rubric)
c.	Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3C (Assistant Principal Rubric)
d.	Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3D (Assistant Principal Rubric)
e.	Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3E (Assistant Principal Rubric)
f.	Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3F (Assistant Principal Rubric)
g.	Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3G (Assistant Principal Rubric)
h.	Develop and maintain effective relationships with the district office and governing board;	3H (Assistant Principal Rubric)
i.	Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3I (Assistant Principal Rubric)
j.	Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3J (Assistant Principal Rubric)
k.	Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3K (Assistant Principal Rubric)
l.	Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L (Assistant Principal Rubric)

4. Student Learning and Continuous School Improvement

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

a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4A (Assistant Principal Rubric)
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4B (Assistant Principal Rubric)
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4C (Assistant Principal Rubric)
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4D (Assistant Principal Rubric)
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4E (Assistant Principal Rubric)
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4F (Assistant Principal Rubric)
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4G (Assistant Principal Rubric)

5. Learning Environment

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

a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5A (Assistant Principal Rubric)
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5B (Assistant Principal Rubric)
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5C (Assistant Principal Rubric)
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D (Assistant Principal Rubric)

6. Recruitment and Professional Learning

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

a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6A (Assistant Principal Rubric)
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6B (Assistant Principal Rubric)

c.	Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6C (Assistant Principal Rubric)
d.	Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6D (Assistant Principal Rubric)
e.	Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6E (Assistant Principal Rubric)
f.	Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6F (Assistant Principal Rubric)
g.	Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6G (Assistant Principal Rubric)
h.	Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6H (Assistant Principal Rubric)
i.	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6I (Assistant Principal Rubric)

7. Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well- being of all students. Assistant principals:

a.	Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7A (Assistant Principal Rubric)
b.	Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7B (Assistant Principal Rubric)
c.	Develop capacity in teacher leaders and hold them accountable; and	7C (Assistant Principal Rubric)
d.	Plan for and provide opportunities for mentoring new personnel.	7D (Assistant Principal Rubric)

8. Meaningful Parent, Family, and Community Engagement

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

a.	Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8A (Assistant Principal Rubric)
b.	Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B (Assistant Principal Rubric)

c.	Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C (Assistant Principal Rubric)
d.	Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D (Assistant Principal Rubric)
e.	Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E (Assistant Principal Rubric)

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

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1D (Principal Rubric)
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2A (Principal Rubric)
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2B (Principal Rubric)
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2C (Principal Rubric)
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2D (Principal Rubric)
e. Recognize individuals for contributions toward the school vision and mission.	2D (Principal Rubric)
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3A (Principal Rubric)
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3B (Principal Rubric)
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3C (Principal Rubric)
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3D (Principal Rubric)
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3E (Principal Rubric)

f.	Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3F (Principal Rubric)
g.	Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3G (Principal Rubric)
h.	Develop and maintain effective relationships with the district office and governing board;	3H (Principal Rubric)
i.	Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3I (Principal Rubric)
j.	Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3J (Principal Rubric)
k.	Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3K (Principal Rubric)
l.	Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L (Principal Rubric)

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:		
a.	Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4A (Principal Rubric)
b.	Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4B (Principal Rubric)
c.	Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4C (Principal Rubric)
d.	Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4D (Principal Rubric)
e.	Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4E (Principal Rubric)
f.	Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4F (Principal Rubric)

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4G (Principal Rubric)

5. Learning Environment

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

a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5A (Principal Rubric)
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5B (Principal Rubric)
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5C (Principal Rubric)
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D (Principal Rubric)

6. Recruitment and Professional Learning

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

a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6A (Principal Rubric)
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6B (Principal Rubric)
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6C (Principal Rubric)
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6D (Principal Rubric)
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by an understanding of professional and adult learning strategies;	6E (Principal Rubric)
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6F (Principal Rubric)
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6G (Principal Rubric)
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6H (Principal Rubric)

i.	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6I (Principal Rubric)

7. Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well- being of all students. School principals:

a.	Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7A (Principal Rubric)
b.	Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7B (Principal Rubric)
c.	Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7C (Principal Rubric)
d.	Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7D (Principal Rubric)

8. Meaningful Parent, Family, and Community Engagement

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

a.	Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8A (Principal Rubric)
b.	Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B (Principal Rubric)
c.	Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C (Principal Rubric)
d.	Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D (Principal Rubric)
e.	Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E (Principal Rubric)

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

Standard 1: Professional and Ethical Norms		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	1a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adheres to the guidelines for student welfare that are contained in the state, local school, and governing board policies.	The Principal holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adheres to the guidelines for student welfare that are contained in the state, local school, and governing board policies.	The Principal can serve as a model or teach others to hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adheres to the guidelines for student welfare that are contained in the state, local school, and governing board policies.
	1b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom as outlined in the law.	The Principal acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom as outlined in the law.	The Principal can serve as a model or teach others to acknowledge that all persons are equal before the law and have inalienable rights and provide leadership that is consistent with the principles of individual freedom as outlined in the law.

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	1c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.	The Principal accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.	The Principal can serve as a model or teach others to accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well- being of the school, families, and local community.
	1d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently acts ethically and professionally in personal conduct, relationships with others, decision	The Principal acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of	The Principal can serve as a model or teach others to act ethically and professionally in personal conduct, relationships with others, decision
Standard 2: Vision and Mission		**Performance Rating**			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	2a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently collaborates with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	The Principal collaborates with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	The Principal can serve as a model or teach others to collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

2b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	The Principal collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	The Principal can serve as a model or teach others to collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.
2c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	The Principal collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	The Principal can serve as a model or teach others to collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.
2d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently strategically develops and implements systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.	The Principal strategically develops and implements systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.	The Principal can serve as a model or teach others to strategically develop and implement systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.

	2e	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently recognizes individuals for contributions toward the school vision and mission.	The Principal recognizes individuals for contributions toward the school vision and mission.	The Principal can serve as a model or teach others to recognize individuals for contributions toward the school vision and mission.
Standard 3: Professional and Ethical Norms		**Performance Rating**			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	3a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	The Principal manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	The Principal can serve as a model or teach others to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.
	3b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	The Principal manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	The Principal can serve as a model or teach others to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all

					students' learning needs.
	3c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	The Principal organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	The Principal can serve as a model or teach others to organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
	3d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.	The Principal utilizes data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning	The Principal can serve as a model or teach others to utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.

3e	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.	The Principal utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.	The Principal can serve as a model or teach others to utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.
3f	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.	The Principal informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.	The Principal can serve as a model or teach others to inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
3g	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	The Principal develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	The Principal can serve as a model or teach others to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

	3h	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops and maintains effective relationships with the district office and governing board.	The Principal develops and maintains effective relationships with the district office and governing board.	The Principal can serve as a model or teach others to develop and maintain effective relationships with the district office and governing board.
	3i	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.	The Principal creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.	The Principal can serve as a model or teach others to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
	3j	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently ensures compliance with the requirements for school safety as outlined in state statute.	The Principal ensures compliance with the requirements for school safety as outlined in state statute.	The Principal can serve as a model or teach others to ensure compliance with the requirements for school safety as outlined in state statutes.
	3k	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	The Principal utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	The Principal can serve as a model or teach others to utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

	3l	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.	The Principal collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.	The Principal can serve as a model or teach others to collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.

Standard 4: Student Learning and Continuous School Improvement		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	4a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently creates and maintains a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students.	The Principal creates and maintains a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students.	The Principal can serve as a model or teach others to create and maintain a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students.
	4b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently ensures alignment of the school's learning goals and classroom instruction are aligned with the state's student academic standards, and the district's	The Principal ensures alignment of the school's learning goals and classroom instruction are aligned with the state's student academic standards, and the district's adopted curricula and	The Principal can serve as a model or teach others to ensure alignment of the school's learning goals and classroom instruction are aligned with the state's student academic standards,

			adopted curricula and K-12 reading plan.	K-12 reading plan.	and the district's adopted curricula and K-12 reading plan.
	4c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.	The Principal develops a structure that enables school personnel to work as a system and focus on providing evidence- based intervention, acceleration, and enrichment that meet student needs.	The Principal can serve as a model or teach others to develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.
	4d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently promotes the effective use of data analysis with school personnel for all student subgroups to improve student learning and minimize or eliminate achievement gaps.	The Principal promotes the effective use of data analysis with school personnel for all student subgroups to improve student learning and minimize or eliminate achievement gaps.	The Principal can serve as a model or teach others to promote the effective use of data analysis with school personnel for all student subgroups to improve student learning and minimize or eliminate achievement gaps.
	4e	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other application assessments as stipulated by law.	The Principal ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other application assessments as stipulated by law.	The Principal can serve as a model or teach others to ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other application assessments as stipulated by law.

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	4f	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	The Principal manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	The Principal can serve as a model or teach others to manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
	4g	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	The Principal ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	The Principal can serve as a model or teach others to ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.

Principal Self-Assessment
Florida School Leader Assessment (FSLA)

Standard 5: Learning Environment		Performance Rating			
		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	5a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment.	The Principal develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment.	The Principal can serve as a model or teach others to develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
	5b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	The Principal cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	The Principal can serve as a model or teach others to cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.
	5c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently delivers timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	The Principal delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	The Principal can serve as a model or teach others to deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.

	5d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	The Principal provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	The Principal can serve as a model or teach others to provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning		Performance Rating			
		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	6a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	The Principal recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	The Principal can serve as a model or teach others to recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
	6b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently attends to personal learning and effectiveness by engaging in need- based personal learning, modeling self- reflection practices, and seeking and being receptive to feedback.	The Principal attends to personal learning and effectiveness by engaging in need- based personal learning, modeling self- reflection practices, and seeking and being receptive to feedback.	The Principal can serve as a model or teach others to attend to personal learning and effectiveness by engaging in need- based personal learning, modeling self- reflection practices, and seeking and being receptive to feedback.

	6c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently identifies instructional personnel needs, including standards-aligned content, evidence- based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	The Principal identifies instructional personnel needs, including standards-aligned content, evidence- based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	The Principal can serve as a model or teach others to identify instructional personnel needs, including standards- aligned content, evidence- based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
	6d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.	The Principal develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.	The Principal can serve as a model or teach others to develop a school-wide professional learning plan based on the needs of instructional personnel and students and revises elements of the plan as needed.

	6e	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops school personnel's professional knowledge and skills by providing access to differentiated need- based opportunities for growth, guided by understanding of professional and adult learning strategies.	The Principal develops school personnel's professional knowledge and skills by providing access to differentiated need- based opportunities for growth, guided by understanding of professional and adult learning strategies.	The Principal can serve as a model or teach others to develop school personnel's professional knowledge and skills by providing access to differentiated need-based opportunities for growth, guided by understanding of professional and adult learning strategies.

6f	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently monitors and evaluates professional learning linked to district and school-level goals to foster continuous improvement.	The Principal monitors and evaluates professional learning linked to district and school-level goals to foster continuous improvement.	The Principal can serve as a model or teach others to monitor and evaluate professional learning linked to district and school-level goals to foster continuous improvement.
6g	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.	The Principal monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.	The Principal can serve as a model or teach others to monitor and evaluate professional practice, and provides timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.
6h	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	The Principal provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	The Principal can serve as a model or teach others to provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	6i	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently adheres to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice, and evaluation impact on student outcomes.	The Principal adheres to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice, and evaluation impact on student outcomes.	The Principal can serve as a model or teach others to adhere to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice, and evaluation impact on student outcomes.

Standard 7: Building a Leadership Expertise		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	7a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	The Principal develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	The Principal can serve as a model or teach others to develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards- aligned content.
	7b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently cultivates current and potential school leaders and assists with the development of a pipeline of future leaders.	The Principal cultivates current and potential school leaders and assists with the development of a pipeline of future leaders.	The Principal can serve as a model or teach others to cultivate current and potential school leaders and assists with the development of a pipeline of future leaders.

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		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	7c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently develops capacity by delegating tasks to other school leaders and holding them accountable.	The Principal develops capacity by delegating tasks to other school leaders and holding them accountable.	The Principal can serve as a model or teach others to develop capacity by delegating tasks to other school leaders and holding them accountable.
	7d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	The Principal plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	The Principal can serve as a model or teach others to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

Standard 8: Meaningful Parent, Family, and Community Engagement		Performance Rating			
		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	8a	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently understands, values, and employs the community's cultural, social, and intellectual context and resources.	The Principal understands, values, and employs the community's cultural, social, and intellectual context and resources.	The Principal can serve as a model or teach others to understand, value, and employ the community's cultural, social, and intellectual context and resources.

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	8b	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.	The Principal models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.	The Principal can serve as a model or teach others to model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.
	8c	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	The Principal maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	The Principal can serve as a model or teach others to maintain high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.
	8d	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhances the school community.	The Principal recognizes parents, students, and other stakeholders for contributions and engagement that enhances the school community.	The Principal can serve as a model or teach others to recognize parents, students, and other stakeholders for contributions and engagement that enhances the school community.
	8e	The Principal rarely meets the expectation of this descriptor.	The Principal inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	The Principal utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	The Principal can serve as a model or teach others to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

ASSISTANT PRINCIPAL EVALUATION TOOL

Standard 1: Professional and Ethical Norms		Performance Rating			
		Unsatisfactory	Needs Improvement	Effective	Highly Effective

	1a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, and adheres to the guidelines for student welfare that is contained in the state, local school and governing board policies.	The Assistant Principal holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, and adheres to the guidelines for student welfare that is contained in the state, local school and governing board policies.	The Assistant Principal can serve as a model or teach others to hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, and adheres to the guidelines for student welfare that is contained in the state, local school and governing board policies.
	1b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom as outlined in the law.	The Assistant Principal acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom as outlined in the law.	The Assistant Principal can serve as a model or teach others to acknowledge that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom as outlined in the law.
	1c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and well-being of the school, families, and local community.	The Assistant Principal accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and well-being of the school, families, and local community.	The Assistant Principal can serve as a model or teach others to accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and well-being of the school, families, and local community.

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	1d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	The Assistant Principal acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	The Assistant Principal can serve as a model or teach others to act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.
Standard 2: Vision and Mission		**Performance Rating**			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	2a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	The Assistant Principal assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	The Assistant Principal can serve as a model or teach others to assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
	2b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	The Assistant Principal collaborates in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	The Assistant Principal can serve as a model or teach others to collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.
	2c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core	The Assistant Principal collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school	The Assistant Principal can serve as a model or teach others to collaborate, support, and model the development and implementation of a shared educational vision, mission, and core

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
		values within the school community to promote the academic success and well-being of all students.	community to promote the academic success and well-being of all students.	values within the school community to promote the academic success and well-being of all students.
	2d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently assists and supports the development and implementation of systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.	The Assistant Principal assists and supports the development and implementation of systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.	The Assistant Principal can serve as a model or teach others to assist and support the development and implementation of systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.
	2e	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently recognizes individuals for contributions toward the school vision and mission.	The Assistant Principal recognizes individuals for contributions toward the school vision and mission.	The Assistant Principal can serve as a model or teach others to recognize individuals for contributions toward the school vision and mission.
Standard 3: School Operations, Management, and Safety		**Performance Rating**			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	3a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.	The Assistant Principal collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.

3b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	The Assistant Principal collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
3c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	The Assistant Principal organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	The Assistant Principal can serve as a model or teach others to organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
3d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.	The Assistant Principal collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.	The Assistant Principal can serve as a model or teach others to collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.

	3e	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.	The Assistant Principal utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.	The Assistant Principal can serve as a model or teach others to utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.
	3f	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.	The Assistant Principal informs the school community of current local, state, a laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.nd federal	The Assistant Principal can serve as a model or teach others to inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
	3g	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	The Assistant Principal collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

3h	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently develops and maintains effective relationships with the district office and governing board.	The Assistant Principal develops and maintains effective relationships with the district office and governing board.	The Assistant Principal can serve as a model or teach others to develop and maintain effective relationships with the district office and governing board.
3i	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	The Assistant Principal collaborates with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.
3j	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to ensure compliance with the requirements for school safety as outlined in state statute.	The Assistant Principal collaborates with the school principal to ensure compliance with the requirements for school safety as outlined in state statutes.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to ensure compliance with the requirements for school safety as outlined in state statute.
3k	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	The Assistant Principal collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

	3l	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.	The Assistant Principal collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out of school suspensions.

Standard 4: Student Learning and Continuous School Improvement		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	4a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.	The Assistant Principal assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.	The Assistant Principal can serve as a model or teach others to assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.
	4b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	The Assistant Principal monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	The Assistant Principal can serve as a model or teach others to monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.

4c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.	The Assistant Principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.	The Assistant Principal can serve as a model or teach others to collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.
4d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	The Assistant Principal engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	The Assistant Principal can serve as a model or teach others to engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.

4e	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.	The Assistant Principal utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.	The Assistant Principal can serve as a model or teach others to utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.
4f	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently supports and openly communicates the need for, process for, and outcomes of improvement efforts.	The Assistant Principal supports and openly communicates the need for, process for, and outcomes of improvement efforts.	The Assistant Principal can serve as a model or teach others to support and openly communicate the need for, process for, and outcomes of improvement efforts.

	4g	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	The Assistant Principal ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	The Assistant Principal can serve as a model or teach others to ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.

Standard 5: Learning Environment		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	5a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment.	The Assistant Principal collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.
	5b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	The Assistant Principal facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	The Assistant Principal can serve as a model or teach others to facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.

5c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	The Assistant Principal delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	The Assistant Principal can serve as a model or teach others to deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.
5d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	The Assistant Principal supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	The Assistant Principal can serve as a model or teach others to support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	6a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	The Assistant Principal assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	The Assistant Principal can serve as a model or teach others to assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
	6b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently attends to personal learning and effectiveness by engaging in need-based personal learning, modeling self-reflection practices, and seeking and being receptive to feedback.	The Assistant Principal attends to personal learning and effectiveness by engaging in need-based personal learning, modeling self-reflection practices, and seeking and being receptive to feedback.	The Assistant Principal can serve as a model or teach others to attend to personal learning and effectiveness by engaging in need-based personal learning, modeling self-reflection practices, and seeking and being receptive to feedback.

	6c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	The Assistant Principal collaborates with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
	6d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	The Assistant Principal collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
	6e	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated need-based opportunities for growth, guided by an understanding of professional and adult learning strategies.	The Assistant Principal collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated need-based opportunities for growth, guided by an understanding of professional and adult learning strategies.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated need-based opportunities for growth, guided by an understanding of professional and adult learning strategies.

	6f	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently supports the school principal in monitoring and evaluating professional learning linked to district and school-level goals to foster continuous improvement.	The Assistant Principal supports the school principal in monitoring and evaluating professional learning linked to district and school-level goals to foster continuous improvement.	The Assistant Principal can serve as a model or teach others to support the school principal in monitoring and evaluating professional learning linked to district and school-level goals to foster continuous improvement.

	6g	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	The Assistant Principal collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.
	6h	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	The Assistant Principal collaborates with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.

	6i	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently adheres to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice and evaluation impact on student outcomes.	The Assistant Principal adheres to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice and evaluation impact on student outcomes.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to adhere to the professional learning standards adopted by the State Board of Education, in planning and implementing professional learning, monitoring change in professional practice and evaluation impact on student outcomes.

Standard 7: Building a Leadership Expertise		Performance Rating			
		Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
	7a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently develops and supports open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.	The Assistant Principal develops and supports open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards- aligned content.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards- aligned content.

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
	7b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently collaborates with the school principal to cultivate a diverse group of emerging teacher leaders.	The Assistant Principal collaborates with the school principal to cultivate a diverse group of emerging teacher leaders.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.
	7c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently develops capacity in teacher leaders and holds them accountable.	The Assistant Principal develops capacity in teacher leaders and holds them accountable.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to develop capacity in teacher leaders and hold them accountable.
	7d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently plans for and provides opportunities for mentoring new personnel.	The Assistant Principal attempts to plan for and provides opportunities for mentoring new personnel.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to attempt to plan for and provide opportunities for mentoring new personnel.

Standard 8: Meaningful Parent, Family,		Performance Rating			
		Unsatisfactory	Needs Improvement	Effective	Highly Effective

and Community Engagement	8a	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently understands, values, and employs the community's cultural, social, and intellectual context and resources.	The Assistant Principal understands, values, and employs the community's cultural, social, and intellectual context and resources.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to understand, value, and employ the community's cultural, social, and intellectual context and resources.
	8b	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.	The Assistant Principal models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.	The Assistant Principal can serve as a model or teach others to collaborate with the practices between school leaders, parents, students, and other stakeholders.

	8c	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	The Assistant Principal maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to maintain high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.
	8d	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhances the school community.	The Assistant Principal recognizes parents, students, and other stakeholders for contributions and engagement that enhances the school community.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to recognize parents, students, and other stakeholders for contributions and engagement that enhances the school community.

	8e	The Assistant Principal rarely meets the expectation of this standard.	The Assistant Principal inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	The Assistant Principal utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	The Assistant Principal can serve as a model or teach others to collaborate with the school principal to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

Appendix C – Student Performance Measures

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

HDSB Elementary Performance Targets								
PART II Total Points								
Elementary Administrator:								
Performance Targets	202_ Results	202_ Target	202_ Stretch	202_ Results	Did not meet Target	Partially Meets Target (0.9)	Met Target (1.2)	Exceeds Target (1.5)
Reading Proficiency								
Reading 3rd Grade Proficiency								
Reading Learning Gains								
Lowest Quartile Reading Gains								
Math Proficiency								
Math Learning Gains								
Lowest Quartile Math Gains								
Science Proficiency								

HDSB Combination K-8 Performance Targets								
PART II Total Points	_____							
K-8 Administrator:								
Performance Targets	202_ Results	202_ Target	202_ Stretch	202_ Results	Did not meet Target (0)	Partially Meets Target (0.72)	Met Target (.96)	Exceeds Target (1.2)
Reading Proficiency								
Reading Learning Gains								
Reading 3rd Grade Proficiency								
Lowest Quartile Reading Gains								
Math Proficiency								
Math Learning Gains								
Lowest Quartile Math Gains								
Science Proficiency								
Social Studies Proficiency								
Middle School Acceleration								

HDSB Combination 6-12 Performance Targets								
PART II Total Points	_____							
6-12 Administrator:								
Performance Targets	202_ Results	202_ Target	202_ Stretch	202_ Results	Did not meet Target (0)	Partially Meets Target (0.65)	Met Target (.87)	Exceeds Target (1.08)
Reading Proficiency								
Reading Learning Gains								
Lowest Quartile Reading Gains								
Math Proficiency								
Math Learning Gains								
Lowest Quartile Math Gains								
Science Proficiency								
Social Studies Proficiency								
Middle School Acceleration								
Graduation Rate								
College and Career Acceleration								

HDSB Combination K-12 Performance Targets								
PART II Total Points	_____							
K-12 Administrator:								
Performance Targets	202_ Results	202_ Target	202_ Stretch	202_ Results	Did not meet Target (0)	Partially Meets Target (0.6)	Met Target (.8)	Exceeds Target (1)
Reading Proficiency								
Reading Learning Gains								
Reading 3rd Grade Proficiency								
Lowest Quartile Reading Gains								
Math Proficiency								
Math Learning Gains								
Lowest Quartile Math Gains								
Science Proficiency								
Social Studies Proficiency								
Middle School Acceleration								
Graduation Rate								
College and Career Acceleration								

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HDSB Combination 9-12 Performance Targets							
PART II Total Points	_____						
9-12 Administrator:							
Performance Targets	202_ Results	202_ Target	202_ Stretch	202_ Results	Did not meet Target (0)	Partially Meets Target (0.71)	Met Target (.95)	Exceeds Target (1.2)
Reading Proficiency								
Reading Learning Gains								
Lowest Quartile Reading Gains								
Math Proficiency								
Math Learning Gains								
Lowest Quartile Math Gains								
Science Proficiency								
Social Studies Proficiency								
Graduation Rate								
College and Career Acceleration								

Appendix D – Summative Evaluation Forms

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

EVALUATION SUMMATIVE FORM: Annual PERFORMANCE LEVEL

Position: Principal _____   Assistant Principal_____

Name: _____

School: _____   School Year: _____

Evaluator: _____   District: _____

Evaluator's Title: _____   Date Completed: _____

   A. Leadership Practice Score (67%):   _____
   B. Student growth Measure Score (33%): _____
     Performance Score (A+B):   =   _____

Performance Scale	
Highly Effective	28.80 - 36.0
Effective	21.60 - 28.79
Needs Improvement	10.80 - 21.59
Unsatisfactory	0 - 10.79

Performance level is: **( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory**

Appendix E – Recommended evidence for Assistant Principals and Principals

Assistant Principals

Standard/Descriptor   Evidence

1.1 Documented system for addressing ethical conduct issues
1.1 Evidence of attending professional learning on ethics
1.1 Examples of coaching to address potentially problematic behaviors
1.1 Meeting agendas
1.1 Parental rights documents, individual educational plan (IEP) communications
1.1 School climate surveys
1.1 Student and faculty handbook
1.2 Documented system for addressing ethical conduct issues
1.2 Examples of coaching to address potentially problematic behaviors
1.2 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.2 Meeting agendas
1.2 Parental rights documents, individual educational plan (IEP) communications
1.2 School climate surveys
1.2 Student and faculty handbook
1.3 Examples of coaching to address potentially problematic behaviors
1.3 Examples of impartial distribution of resources
1.3 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.3 Meeting agendas
1.3 Parental rights documents, individual educational plan (IEP) communications
1.3 School climate surveys
1.4 Examples of coaching to address potentially problematic behaviors
1.4 Examples of impartial distribution of resources
1.4 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.4 School climate surveys
2.1 Posted mission, vision, and core values
2.2 Communication of priorities and initiatives with all stakeholders
2.2 Master schedule

2.2 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes

2.2 Posted mission, vision, and core values

2.3 Academic achievement including progress monitoring data

2.3 Communication of priorities and initiatives with all stakeholders

2.3 Instructional assignments

2.3 Master schedule

2.3 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes

2.3 Posted mission, vision, and core values

2.4 Academic achievement including progress monitoring data

2.4 Communication of priorities and initiatives with all stakeholders

2.4 Instructional assignments

2.4 Master schedule

2.4 School climate surveys

2.5 Appreciation week(s) plans for all staff

2.5 School climate surveys

2.5 Systems of recognition aligned to mission, vision, and core values

2.5 Updates and recognitions provided during parent/student organization meetings and events

3.1 School audit findings

3.1 School financial information

3.1 School improvement plan

3.1 School protocols for accessing resources

3.1 Spending plans

3.1 Year-to-date budget

3.2 Coaching cycle documentation

3.2 Lesson plans and observation data

3.2 Master schedule

3.2 School improvement plan

3.3 Annual event/meeting calendar

3.3 Coaching cycle documentation

3.3 Master schedule

3.3 School improvement plan

3.3 School protocols for accessing resources

3.4 Annual event/meeting calendar

3.4 Chronic absenteeism data

3.4 Communications with stakeholders

3.4 Evidence from Office of Safe Schools visits
3.4 Master schedule
3.4 School audit findings
3.4 School climate surveys
3.4 School discipline and suspension data
3.4 School Environmental Safety Incident Reporting (SESIR) data
3.4 School financial information
3.4 School improvement plan
3.4 School protocols for accessing resources
3.4 School safety plan
3.4 Spending plans
3.4 Year-to-date budget
3.5 Communications with stakeholders
3.5 School climate surveys
3.5 School improvement plan
3.6 Communications with stakeholders
3.6 Evidence from Office of Safe Schools visits
3.6 Meeting agendas with deliverables and action plans
3.6 School climate surveys
3.6 School Environmental Safety Incident Reporting (SESIR) data
3.6 School improvement plan
3.6 School safety plan
3.7 School improvement plan
3.8 Board presentations made by the assistant principal
3.8 Communications between the assistant principal and district office or governing board
3.8 District participation in building events
3.9 Emergency drill documentation
3.9 Evidence from Office of Safe Schools visits
3.9 School Environmental Safety Incident Reporting (SESIR) data
3.9 School improvement plan
3.9 School safety plan
3.10   Emergency drill documentation
3.10   Evidence from Office of Safe Schools visits
3.10   Meeting agendas with deliverables and action plans

3.10   School Environmental Safety Incident Reporting (SESIR) data
3.10   School improvement plan
3.10   School safety plan
3.11   Communications with stakeholders
3.11   Evidence from Office of Safe Schools visits
3.11   Meeting agendas with deliverables and action plans
3.11   School climate surveys
3.11   School Environmental Safety Incident Reporting (SESIR) data
3.11   School safety plan
3.12   Chronic absenteeism data
3.12   Intervention and enrichment plans
3.12   Meeting agendas with deliverables and action plans
3.12   School discipline and suspension data
3.12   School improvement plan
4A Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4.1 School climate surveys
4.1 School improvement plan
4.1 Student achievement data
4.2 Analyses of student data
4.2 Curriculum alignment maps
4.2 Data chats/reflections
4.2 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4.2 Master schedule
4.2 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4.2 Progress monitoring data tool(s)
4.2 School improvement plan
4.2 Student academic improvement plans
4.2 Student achievement data
4.3 Analyses of student data
4.3 Collaborative planning schedule and outcomes
4.3 Curriculum alignment maps
4.3 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4.3 Master schedule
4.3 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan

4.3 Professional learning and/or coaching for instructional leaders and teachers
4.3 School improvement plan
4.3 Student achievement data
4.3 Training opportunities in data analysis
4.4 Analyses of student data
4.4 Classroom walkthrough notes
4.4 Collaborative planning schedule and outcomes
4.4 Data chats/reflections
4.4 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4.4 Progress monitoring data tool(s)
4.4 School improvement plan
4.4 Student achievement data
4.4 Written feedback to teachers
4.5 Analyses of student data
4.5 Collaborative planning schedule and outcomes
4.5 Data chats/reflections
4.5 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4.5 Professional learning and/or coaching for instructional leaders and teachers
4.5 Progress monitoring data tool(s)
4.5 School improvement plan
4.5 Student achievement data
4.5 Training opportunities in data analysis
4.6 Analyses of student data
4.6 Communications
4.6 School climate surveys
4.7 Classroom walkthrough notes
4.7 Data chats/reflections
4.7 Instructional practice observation data
4.7 Posted written feedback to teachers
4.7 Professional learning and/or coaching for instructional leaders and teachers
4.7 Teacher evaluations
5.1 School climate surveys
5.1 School counselors providing classroom lessons on well-being
5.1 School wide processes and procedures

5.1 Student and faculty handbook
5.1 The work of professional learning communities
5.2 Analyses of student data, including student discipline data
5.2 School climate surveys
5.2 School counselors providing classroom lessons on well-being
5.2 School wide processes and procedures
5.2 Student and faculty handbook
5.2 The work of professional learning communities
5.3 Analyses of student data, including student discipline data
5.3 Coaching plans/cycles
5.3 Data chats/reflections
5.3 School climate surveys
5.3 School wide processes and procedures
5.3 Student progress monitoring data
5.3 The work of professional learning communities
5.3 Walkthrough notes
5.3 Written feedback to teachers
5.4 Analyses of student data, including student discipline data
5.4 Coaching plans/cycles
5.4 Data chats/reflections
5.4 School climate surveys
5.4 School counselors providing classroom lessons on well-being
5.4 School wide processes and procedures
5.4 Student progress monitoring data
5.4 The work of professional learning communities
5.4 Training opportunities in data analysis
5.4 Walkthrough notes
6.1 Exit survey data
6.1 Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
6.1 Retention rates
6.1 Staff turnover data
6.1 Teacher climate data
6.1 Vacancy rates
6.1 Individual professional learning plans
6.2 Master schedule
6.2 Teacher climate data
6.3 Classroom walkthrough notes

6.3 Communication/feedback for assistant principal(s)/teachers
6.3 Content-specific teacher data
6.3 Data-driven professional learning opportunities
6.3 Individual professional learning plans
6.3 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6.3 Teacher evaluation data
6.4 Collaborative planning schedule and outcomes
6.4 Data-driven professional learning opportunities
6.4 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6.5 Content-specific teacher data
6.5 Data-driven professional learning opportunities
6.5 Individual professional learning plans
6.6 Collaborative planning schedule and outcomes
6.6 Documentation of personal attendance/participation in professional learning/continuing education
6.7 Classroom walkthrough notes
6.7 Communication/feedback for assistant principal(s)/teachers
6.7 Content-specific teacher data
6.7 Teacher evaluation data
6.8 Collaborative planning schedule and outcomes
6.8 Communication/feedback for assistant principal(s)/teachers
6.8 Master schedule
6.8 School budget
6.8 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6.9 Content-specific teacher data
6.9 Data-driven professional learning opportunities
6.9 Documentation of personal attendance/participation in professional learning/continuing education
6.9 Individual professional learning plans
6.9 School professional learning plan
6.9 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6.9 Teacher evaluation data
7.1 Coaching plans/cycles
7.1 Content-specific teacher data

7.1 Example of meeting agendas demonstrating teacher/assistant principal leadership

7.1 Individual professional learning plans

7.1 One-on-one coaching support

7.1 Supporting/providing training or professional learning around leadership/mentorship practices

7.2 Example of meeting agendas demonstrating teacher/assistant principal leadership

7.2 Individual professional learning plans

7.2 Mentoring program

7.2 One-on-one coaching support

7.2 School teacher mentor opportunities

7.2 Supporting/providing training or professional learning around leadership/mentorship practices

7.3 Coaching plans/cycles

7.3 Example of meeting agendas demonstrating teacher/assistant principal leadership

7.3 Mentoring program

7.4 One-on-one coaching support

7.4 School teacher mentor opportunities

8.1 Agendas and minutes from parent/student organization meetings

8.1 Communication and stakeholder engagement plans

8.1 Communication examples (e.g., newsletters, social media, emails)

8.1 Evidence of partnerships with local businesses or service organizations

8.1 Participation in community events (e.g., local festivals, celebrations)

8.1 School climate surveys

8.1 School event calendar

8.2 Agendas and minutes from parent/student organization meetings

8.2 Communication and stakeholder engagement plans

8.2 Communication examples (e.g., newsletters, social media, emails)

8.2 Evidence of partnerships with local businesses or service organizations

8.2 School climate surveys

8.2 School event calendar

8.3 Agendas and minutes from parent/student organization meetings

8.3 Communication and stakeholder engagement plans

8.3 Communication examples (e.g., newsletters, social media, emails)

8.3 Evidence of partnerships with local businesses or service organizations

8.3 Participation in community events (e.g., local festivals, celebrations)

8.3 School climate surveys

8.3 School event calendar

8.4 Agendas and minutes from parent/student organization meetings
8.4 Communication and stakeholder engagement plans
8.4 Communication examples (e.g., newsletters, social media, emails)
8.4 Participation in community events (e.g., local festivals, celebrations)
8.5 Agendas and minutes from parent/student organization meetings
8.5 Communication examples (e.g., newsletters, social media, emails)
8.5 Recognition events for all stakeholders
8.5 School climate surveys
8.5 School event calendar

Continued Appendix D – Recommended Evidence for Assistant Principals and Principals

Principals
Standard/Descriptor   Evidence

1.1 Documented system for addressing ethical conduct issues
1.1 Evidence of attending professional learning on ethics
1.1 Examples of coaching to address potentially problematic behaviors
1.1 Meeting agendas
1.1 Parental rights documents, individual educational plan (IEP) communications
1.1 School climate survey
1.1 Student and faculty handbook
1.2 Documented system for addressing ethical conduct issues
1.2 Examples of coaching to address potentially problematic behaviors
1.2 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.2 Meeting agendas
1.2 Parental rights documents, individual educational plan (IEP) communications
1.2 School climate survey
1.2 Student and faculty handbook
1.3 Examples of impartial distribution of resources
1.3 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.3 Meeting agendas
1.3 Parental rights documents, individual educational plan (IEP) communications
1.3 School climate survey
1.4 Examples of coaching to address potentially problematic behaviors
1.4 Examples of impartial distribution of resources
1.4 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1.4 School climate survey
2.1 Posted mission, vision, and core values
2.2 Communication of priorities and initiatives with all stakeholders
2.2 Master schedule
2.2 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
2.2 Posted mission, vision, and core values
2.3 Academic achievement including progress monitoring data
2.3 Communication of priorities and initiatives with all stakeholders
2.3 Instructional assignments
2.3 Master schedule

2.3 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes

2.3 Posted mission, vision, and core values

2.4 Academic achievement including progress monitoring data

2.4 Budget

2.4 Communication of priorities and initiatives with all stakeholders

2.4 Instructional assignments

2.4 Master schedule

2.4 School climate survey

2.5 Appreciation week(s) plans for all staff

2.5 School climate survey

2.5 Systems of recognition aligned to mission, vision, and core values

2.5 Updates and recognitions provided during parent/student organization meetings and events

3.1 School audit findings

3.1 School financial information

3.1 School improvement plan

3.1 School protocols for accessing resources

3.1 Spending plans

3.1 Year-to-date budget

3.2 Coaching cycle documentation

3.2 Lesson plans and observation data

3.2 Master schedule

3.2 School improvement plan

3.3 Annual event/meeting calendar

3.3 Master schedule

3.3 Meeting agendas with deliverables and action plans

3.3 School improvement plan

3.3 School protocols for accessing resources

3.4 Annual event/meeting calendar

3.4 Chronic absenteeism data

3.4 Communications with stakeholders

3.4 Evidence from Office of Safe Schools visits

3.4 Master schedule

3.4 School audit findings

3.4 School climate survey

3.4 School discipline and suspension data

3.4 School Environmental Safety Incident Reporting (SESIR) data

3.4 School financial information

3.4 School improvement plan

3.4 School protocols for accessing resources

3.4 School safety plan

3.4 Spending plans

3.4 Year-to-date budget

3.5 Coaching cycle documentation

3.5 Communications with stakeholders

3.5 School climate survey

3.5 School improvement plan

3.6 Communications with stakeholders

3.6 Evidence from Office of Safe Schools visits

3.6 Meeting agendas with deliverables and action plans

3.6 School climate survey

3.6 School Environmental Safety Incident Reporting (SESIR) data

3.6 School improvement plan

3.6 School safety plan

3.7 School improvement plan

3.8 Board presentations made by the principal

3.8 Communications between principal and district office or governing board

3.8 District participation in building events

3.9 Emergency drill documentation

3.9 Evidence from Office of Safe Schools visits

3.9 Meeting agendas with deliverables and action plans

3.9 School Environmental Safety Incident Reporting (SESIR) data

3.9 School improvement plan

3.9 School safety plan

3.10   Emergency drill documentation

3.10   Evidence from Office of Safe Schools visits

3.10   Meeting agendas with deliverables and action plans

3.10   School Environmental Safety Incident Reporting (SESIR) data

3.10   School improvement plan

3.10   School safety plan

3.10   Spending plans

3.11   Communications with stakeholders

3.11   Evidence from Office of Safe Schools visits

3.11   Meeting agendas with deliverables and action plans

3.11   School climate survey

3.11   School Environmental Safety Incident Reporting (SESIR) data

3.11   School safety plan

3.12   Chronic absenteeism data

3.12   Intervention and enrichment plans

3.12   Meeting agendas with deliverables and action plans

3.12   School discipline and suspension data

3.12   School improvement plan

4.1 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)

4.1 School climate survey

4.1 School improvement plan

4.2 Analyses of student data

4.2 Curriculum alignment maps

4.2 Data chats/reflection

4.2 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)

4.2 Master schedule

4.2 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan

4.2 Progress monitoring tool(s)

4.2 School improvement plan

4.2 Student academic improvement plans

4.2 Student achievement data

4.3 Analyses of student data

4.3 Collaborative planning schedule and outcomes

4.3 Curriculum alignment maps

4.3 Master schedule

4.3 Professional learning and/or coaching for instructional leaders and teachers

4.3 Training opportunities in data analysis

4.4 Analyses of student data

4.4 Classroom walkthrough notes

4.4 Collaborative planning schedule and outcomes

4.4 Data chats/reflection

4.4 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan

4.4 School improvement plan

4.4 Student achievement data

4.4 Written feedback to teachers

4.5 Analyses of student data

4.5 Collaborative planning schedule and outcomes

4.5 Data chats/reflection

4.5 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan

4.5 Professional learning and/or coaching for instructional leaders and teachers

4.5 Progress monitoring tool(s)

4.5 Student achievement data

4.5 Training opportunities in data analysis

4.6 Analyses of student data

4.6 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)

4.6 School climate survey

4.6 School improvement plan

4.7 Classroom walkthrough notes

4.7 Data chats/reflection

4.7 Instructional practice observation data

4.7 Professional learning and/or coaching for instructional leaders and teachers

4.7 Teacher evaluation data

4.7 Written feedback to teachers

5.1 School climate data

5.1 School counselors providing classroom lessons on well-being

5.1 School wide processes and procedures

5.1 Student and faculty handbook

5.1 The work of professional learning communities

5.2 Analyses of student data, including student discipline data

5.2 School climate data

5.2 School counselors providing classroom lessons on well-being

5.2 School wide processes and procedures

5.2 Student and faculty handbook

5.2 The work of professional learning communities

5.3 Analyses of student data, including student discipline data

5.3 Coaching plans/cycle

5.3 Data chats/reflection

5.3 School climate data

5.3 School wide processes and procedures

5.3 Student progress monitoring data

5.3 The work of professional learning communities

5.3 Walkthrough notes

5.3 Written feedback to teachers

5.4 Analyses of student data, including student discipline data

5.4 Coaching plans/cycle

5.4 Data chats/reflection

5.4 School climate data

5.4 School counselors providing classroom lessons on well-being

5.4 School wide processes and procedures

5.4 Student progress monitoring data

5.4 The work of professional learning communities

5.4 Training opportunities in data analysis

5.4 Walkthrough notes

6.1 Evidence of recruitment efforts; data as to efficacy of recruitment efforts

6.1 Exit survey data

6.1 Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)

6.1 Retention rates

6.1 Staff turnover data

6.1 Teacher climate data

6.1 Vacancy rates

6.2 Individual professional learning plans

6.2 Master schedule

6.2 Teacher climate data

6.3 Classroom walkthrough data

6.3 Communication/feedback for assistant principal(s)/teachers

6.3 Content-specific teacher data

6.3 Data-driven professional learning opportunities

6.3 Individual professional learning plans

6.3 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)

6.3 Teacher evaluation data

6.4 Collaborative planning schedule and outcomes

6.4 Data-driven professional learning opportunities

6.4 School professional learning plan

6.4 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)

6.5 Content-specific teacher data

6.5 Data-driven professional learning opportunities

6.5 Individual professional learning plans

6.6 Collaborative planning schedule and outcomes

6.6 Documentation of personal attendance/participation in professional learning/continuing education

6.6 Evidence of participation in district/state learning opportunities

6.7 Classroom walkthrough data

6.7 Communication/feedback for assistant principal(s)/teachers

6.7 Content-specific teacher data

6.7 Teacher evaluation data

6.8 Collaborative planning schedule and outcomes

6.8 Communication/feedback for assistant principal(s)/teachers

6.8 Master schedule

6.8 School budget

6.8 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)

6.9 Content-specific teacher data

6.9 Data-driven professional learning opportunities

6.9 Documentation of personal attendance/participation in professional learning/continuing education

6.9 Individual professional learning plans

6.9 School professional learning plan

6.9 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)

6.9 Teacher evaluation data

7.1 Coaching plans/cycle

7.1 Content-specific teacher data

7.1 Example of meeting agendas demonstrating teacher/AP leadership

7.1 Individual professional learning plans

7.1 One-on-one coaching support

7.1 Supporting/providing training or professional learning around leadership/mentorship practices

7.2 Example of meeting agendas demonstrating teacher/AP leadership

7.2 Individual professional learning plans

7.2 Letters of recommendation for leadership programs and roles

7.2 Mentoring and induction plans/program

7.2 One-on-one coaching support

7.2 School teacher mentor opportunities

7.2 Succession management plan

7.2 Supporting/providing training or professional learning around leadership/mentorship practices

7.3 Coaching plans/cycle

7.3 Example of meeting agendas demonstrating teacher/AP leadership

7.3 Letters of recommendation for leadership programs and roles

7.3 Mentoring and induction plans/program

7.3 One-on-one coaching support

7.4 One-on-one coaching support

7.4 School teacher mentor opportunities

7.4 Succession management plan

7.4 Teacher attrition data

8.1 Agendas and minutes from parent/student organization meetings

8.1 Communication and stakeholder engagement plans

8.1 Communication examples (e.g., newsletters, social media, emails)

8.1 Evidence of partnerships with local businesses or service organizations

8.1 Participation in community events (e.g., local festival, celebrations)

8.1 School climate survey

8.1 School event calendar

8.2 Agendas and minutes from parent/student organization meetings

8.2 Communication and stakeholder engagement plans

8.2 Communication examples (e.g., newsletters, social media, emails)

8.2 Evidence of partnerships with local businesses or service organizations

8.2 School climate survey

8.2 School event calendar

8.3 Agendas and minutes from parent/student organization meetings

8.3 Communication and stakeholder engagement plans

8.3 Communication examples (e.g., newsletters, social media, emails)

8.3 Evidence of partnerships with local businesses or service organizations

8.3 Participation in community events (e.g., local festival, celebrations)
8.3 School climate survey
8.3 School event calendar
8.4 Agendas and minutes from parent/student organization meetings
8.4 Communication and stakeholder engagement plans
8.4 Communication examples (e.g., newsletters, social media, emails)
8.4 Participation in community events (e.g., local festival, celebrations)
8.4 Recognition events for all stakeholders
8.5 Agendas and minutes from parent/student organization meetings
8.5 Communication examples (e.g., newsletters, social media, emails)
8.5 Recognition events for all stakeholders
8.5 School climate survey
8.5 School event calendar