



2017-2018

Administrative Evaluation System Template



Rule 6A-5.030
Form AEST-2015
Effective Date: _____ 2017

Holmes District School Board
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2017-2018

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Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

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

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1. Student Growth Measures: 33% of a school leader's annual evaluation is based on the performance of students in the school on specific state assessments as shown by the school's state VAM score. Scoring Method: HE-4, EF -3, NI 2, U-1. Holmes county school administrators evaluation will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three are available then the most recent years of data are available, those years for which data are available must be used. [Rule 6A-5.030(2)(a)3., F.A.C.].
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice is 67%. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.]. 67% and 80% is the FSLA and 20% is DP.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	Domain 1: Student Achievement (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	<ul style="list-style-type: none"> • One Proficiency Area rated HE and one Effective, or • Both rated Effective
Needs Improvement if:	<ul style="list-style-type: none"> • One Proficiency Area rated HE or E and one rated NI or U • Both Proficiency Areas rated NI
Unsatisfactory if:	<ul style="list-style-type: none"> • One Proficiency Area rated NI and the other is rated U • Both are rated U

Table 7

Domain Rating	Domain 2: Instructional Leadership (Three Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> • All three Proficiency Areas are HE • Two Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> • Two Proficiency Area rated E and one Effective or NI • All three Proficiency Areas rated E
Needs Improvement if:	<ul style="list-style-type: none"> • Any two Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> • Two or more Proficiency Areas rated U

Table 8

Domain Rating	Domain 3: Organizational Leadership (Four Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> • All four Proficiency Areas are HE • Three Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> • Two Proficiency Areas rated E and two rated HE • All four Proficiency Areas rated E • Three Proficiency Areas rated E and one rated either NI or HE

Needs Improvement if:	<ul style="list-style-type: none"> • Two Proficiency Areas rated E and two rated NI • Any three Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> • Two or more Proficiency Areas rated U

Table 9

Domain Rating	Domain 4: Professional Behaviors (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	4 points
A Domain rating of Effective	3 points
A Domain rating of Needs Improvement	2 points
A Domain rating of Unsatisfactory	1 point

The Domain points are multiplied by the Domain’s direct weight: The rating is entered in column 2 (“Rating”), the points in column 3 (“Points”), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement	EF	3	.20	.60
Domain 2: Instructional Leadership	EF	3	.40	1.20
Domain 3: Organizational Leadership	EF	3	.20	.60
Domain 4: Professional and Ethical Behavior	EF	3	.20	.60

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighed Score
Domain I: Student Achievement	HE	4	.20	.8
Domain 2:Instructional Leadership	E	3	.40	1.20
Domain 3:Organizational Leadership	HE	4	.20	.8
Domain 4: Professional & Ethical Behavior	NI	2	.20	.4
FSLA				3.2

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Performance Score ranges	Performance Level Rating
3.2 to 4	Highly Effective
2 to 3.19	Effective
1 to 1.99	Needs Improvement
0 to .99	Unsatisfactory

- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or

behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal’s time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

- For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].

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The following optional chart is provided for your convenience to display the crosswalk of the district’s evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. Student Learning Results:	
<i>Effective school leaders achieve results on the school’s student learning goals.</i>	
a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,	1.1, 1.3
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	1.2, 1.4

2. Student Learning As a Priority:	
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	2.1
b. Maintains a school climate that supports student engagement in learning;	2.2
c. Generates high expectations for learning growth by all students; and,	2.3
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	2.4
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation:	
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	3.1
b. Engages in data analysis for instructional planning and improvement;	3.2, 3.3
c. Communicates the relationships among academic standards, effective instruction, and student performance;	3.6
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	3.4
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	3.5
4. Faculty Development:	
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	4.4, 4.7
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	4.2
c. Employs a faculty with the instructional proficiencies needed for the school population served;	4.1
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	4.3
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	4.5, 4.6
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	4.5
5. Learning Environment:	
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	5.1
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	5.3
c. Promotes school and classroom practices that validate and value similarities and differences among students;	5.3
d. Provides recurring monitoring and feedback on the quality of the learning environment;	5.2
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	5.2
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	5.4
Domain 3: Organizational Leadership	
6. Decision Making:	
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	6.1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	6.2
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	6.3
d. Empowers others and distributes leadership when appropriate; and,	6.4
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	6.5
7. Leadership Development:	
Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	7.1

b. Provides evidence of delegation and trust in subordinate leaders;	7.2
c. Plans for succession management in key positions;	7.3
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	7.1
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	7.4
8. School Management:	
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	8.1
b. Establishes appropriate deadlines for him/herself and the entire organization;	8.2
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	8.2
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	8.3
9. Communication:	
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	9.1
b. Recognizes individuals for effective performance;	9.4
c. Communicates student expectations and performance information to students, parents, and community;	9.2
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	9.3
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	9.1
f. Utilizes appropriate technologies for communication and collaboration; and,	9.2
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	9.2
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors:	
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	10.4
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	10.1
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	10.3
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	10.2
e. Demonstrates willingness to admit error and learn from it; and,	10.3, 10.4
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	10.2

- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].

Florida School Leader Assessment (FSLA)

Conference Summary/Proficiency Status Update - Short Form

Leader:
Supervisor:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe: _____

Domain 1: Student Achievement				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 9.1— Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS).
- All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader’s self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on “expectations” held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.

- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader’s proficiency on the issues in the evaluation system by those with input into the leader’s evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader’s actions or impact of leader’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was

proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.

- The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
- The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end feedback meeting addresses the FSLA score, and Student Growth Measures.

- The FSLA score is explained.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;

The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

4. Summative Evaluation Score

Directions:

The district shall provide:

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

How to determine an FSLA Score.

Generating a score for the FSLA has four steps:

Step One: Rate each Indicator.

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols” posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

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

Indicator ratings:

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

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

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

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

Distinguishing between proficiency ratings:

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

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

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

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

Step Two: Rate each Proficiency Area.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with four Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: three or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E

Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI=NI	HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with six Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: four or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E=HE	
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.			
Examples:	HE+HE+E+E+E=E	E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.			
Examples:	HE+HE+NI+NI+NI=NI	NI+NI+NI+U+U=NI	E+E+NI+NI+NI=NI HE+HE+E+E+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+HE+U+U=U	NI+NI+NI+U+U=U	

Table 3

For Proficiency Area 4 with seven Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: five or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE+E=HE		
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.			
Examples:	HE+HE+E+E+NI+NI=E	E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.			
Examples:	E+E+E+NI+NI=NI	HE+HE+E+E+U+U=NI	HE+HE+HE+HE+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+HE+U+U=U	NI+NI+NI+U+U=U	

Table 4

For Proficiency Area 6 with five Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: four or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE=HE	HE+HE+HE+E=HE	
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+E=E	HE+HE+E+E=E	HE+E+E+NI=E E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	HE+HE+NI+NI=NI	E+E+NI+U=NI	NI+NI+NI+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+U+U=U	NI+NI+U+U=U	

Table 5

For Proficiency Area 8 with three Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: two or more indicators are HE and none are less than E.			
Examples:	HE+HE=HE	HE+HE+E=HE	
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.			
Examples:	E+E=E	E+E+HE=E	E+HE+NI=E HE+HE+NI=E

Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	NI+NI+NI=NI	NI+NI+U=NI	HE+E+U=NI	HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+U+U=U	NI+U+U=U		

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Performance Score ranges	Performance Level Rating
3.2 to 4	Highly Effective
2 to 3.19	Effective
1 to 1.99	Needs Improvement
0 to .99	Unsatisfactory

EVALUTION FORM: Annual PERFORMANCE LEVEL

This form is used to calculate a Summative Performance Level

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: Holmes

Evaluator's Title: Superintendent Date Completed: _____

A. Leadership Practice Score

FSLA score _____ (.67)

B. Student growth Measure Score: _____ (.33)

FSLA Final Score = (FSLA Score)(.67)

SGP Final Score = (SGP Score)(.33)

Performance Score = (FSLA) Final Score + SGP Final Score

Example:

FSLA Score = (4.0)(.67) = 2.68 Final FSLA Score

SGP Score = (3.0)(.33) = .99 SGP Final SGP Score

2.68 (FSLA) + .99 (SGP) = 3.67: Highly Effective Rating

C. Performance Score: _____

Performance Score ranges	Performance Level Rating
3.2 to 4	Highly Effective
2 to 3.19	Effective
1 to 1.99	Needs Improvement
0 to .99	Unsatisfactory

School Leader Signature:

Date: _____

Evaluator's Signature:

Date: _____

5. Additional Requirements

Directions:

The district shall provide:

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

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In Holmes County the evaluator is the individual who is responsible for supervising the employee. The Superintendent is the supervisor for school principals and district administrators. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons.

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

Training for the system will occur annually for the evaluator and employees being evaluated.

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

Feedback is provided within 10 days of the evaluation. The Superintendent will meet with the principal to discuss the evaluation results.

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

The district uses the data to determine the professional development needs and coordinate

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

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

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

In Holmes County school administrators are observed and evaluated at least once a year.

- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Description of the district’s peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator’s performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

1. Orientation/Training

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

All individuals with evaluation responsibilities will understand the proper use of the evaluation criteria and procedures. The supervisor(s) as defined as superintendent, district-level administrator, principal, assistant principal, administrative assistant, and administrative teacher-on-special assignment that have received training are eligible to contribute to the evaluation process, but the supervisor as defined as superintendent shall complete the summative review.

Professional development will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.

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

2. Planning Session

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

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

A minimum of 1 evaluation is required for administrators, the process and procedures will include these areas:

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

3. Interim Reviews

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

4. Rating Scale Definitions

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

Highly Effective*

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

Effective*

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

Needs Improvement/Developing*

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

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

5. Other Documentation Sources

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

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

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

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

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

6. Professional Development Assistance Plan

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

7. Coaching and Assistance

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

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

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

8. Performance Assessment Tasks and Timelines

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

1. Each administrative employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal observations and evaluations are required for employees in their first year of teaching in the district. A minimum of one observation and evaluation is required for veteran employees. Timely feedback will be provided to the administrator after an observation. It is also expected that numerous informal interactions and observations will occur throughout the school year.
3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, should be used.
4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.
5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.
6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the employee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the employee's feelings; and maintaining the employee's self-esteem.
7. The normal due date for summative evaluations is the last day of post-school each fiscal year. This date may be extended due to the state timeline for releasing scores used in the performance measure of the evaluation. This date may also be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.
8. The supervisor will conduct the summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.
9. The initial planning meeting is scheduled to repeat the cycle.

11. Professional Learning

This component is to be used by school principals working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school principals to establish and maintain individual professional learning plans for each instructional employee. The instructional professional learning plans must be linked to student performance and have clearly defined training activities that result in better student performance.

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

District Evaluation Procedures

Directions:

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

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

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

- In accordance with s. 1012.34(3)(c), F.S., Holmes County School District will:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - submit the written report to the employee no later than 10 days after the evaluation takes place.
 - discuss the written evaluation report with the employee.
 - Holmes County employees will 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.
- Holmes County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.
- Holmes County will comply with the requirement that the district school superintendent will annually notify the Department of any administrative personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this activity is to develop more effective administrative personnel and increase student growth and achievement. The employee may initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

Any administrator receiving an unsatisfactory rating on any one or more components must receive a Professional Improvement Plan. The notice may be used with any administrator at any time, but should not come as a surprise. When the Superintendent observes an administrator having difficulty or not handling a situation properly they will use a variety of informal feedback mechanisms before a formal notice. Failures to respond to informal discussions or a serious problem requiring immediate notice are the primary reason for using the Professional Improvement Plan. The superintendent schedules a conference to discuss the performance requiring improvement providing prior notice to the administrator. Prior to or during the conference, the Superintendent completes a PIP.

6. District Self-Monitoring

Directions:

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

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

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1. Annually the district will use an annual review committee. The committee will use a checklist to evaluate the use of criteria and procedures including evaluator accuracy and inter-rater reliability.
 2. Annually the review committee will take interview samples to determine if necessary and timely feedback was provided by the evaluator.
 3. Annual reviews will occur to determine if the policies and procedures are being followed. Interview samples will provide information to determine if the policies and procedures were followed.
 4. The annual review committee will look at the performance evaluation results from the prior school year during the summer summit for all administrative and instructional personnel using the four levels of performance. Professional development activities will be planned based on the needs as identified by the evaluation results.
 5. During the annual review, the committee will use the evaluation data to establish district goals for the school and district improvement plan.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators confirmed the inclusion of student performance:

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

For all school administrators:

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

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

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

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That district evaluation procedures require the district school superintendent to

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

District Self-Monitoring

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

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