



2015-2016 School Year

Administrative Evaluation System Template



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

Hillsborough County Public Schools
Jeff Eakins, Superintendent
2015-2016 School Year

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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.].

District Submission:

1) For all school administrators, the percentage of the evaluation that is based on the performance of students is 30% on school wide learning gains (VAM) and 10% gains by Level 1 and 2 students (VAM). The total percentage is 40%.

2/3) See below regarding the performance of students:

School-wide Value Added Measure (30%)

The school-wide value added measure component of the principal evaluation process comprises 30% of the principal's overall annual evaluation. This component is a measure of the school's effectiveness in producing the learning growth of *every enrolled student*. School-wide value added measure is calculated using all applicable pre- and post- measure combinations in the school.

Level 1 and 2 Students' Value Added Measure (10%)

This component signals the importance of improving the learning growth of our district's lowest performing students so that we may make progress closing the achievement gap. Our vision for this component is for principals to allocate resources, make staffing decisions, and otherwise exercise instructional leadership in such a manner that fosters improvement in the performance of struggling students. This component, then, consists of the value added measure of the school for Level 1 and 2 students in reading (grades 3-10) and math (grades 3-8). The component will be measured with the Level 1 and 2 students' results on the Florida Standards Assessment (FSA) Reading and Math tests.

The VAM calculation for administrators is based on three years of student data, including the current year and the two years immediately preceding the current year, when available.

Hillsborough County Public Schools along with the University of Wisconsin uses a proportional system comprised of course load and student load to determine the student growth measure. The state VAM calculation and the local VAM calculation will determine the student growth score. Hillsborough County will use residuals from the state provided VAM to differentiate the points within each classification score. The use of the residuals will in no way allow overlapping of scores between classification levels.

Residual: The portion of a student's score that can be contributed to the impact of teachers as calculated by the covariate regression analysis. (The residual is provided by the vendor that provides scores to districts through the state.)

Hillsborough County will accept the state VAM scores. If less than the three most recent years of data are available, those years for which data are available must be used.

This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	40-34
3	Effective	33.99-17.5
2	Needs	17.49-15.00

	Improvement/Developing	
1	Unsatisfactory	14.99-0

2. Instructional Leadership

Directions

The district shall provide:

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

District Submission:

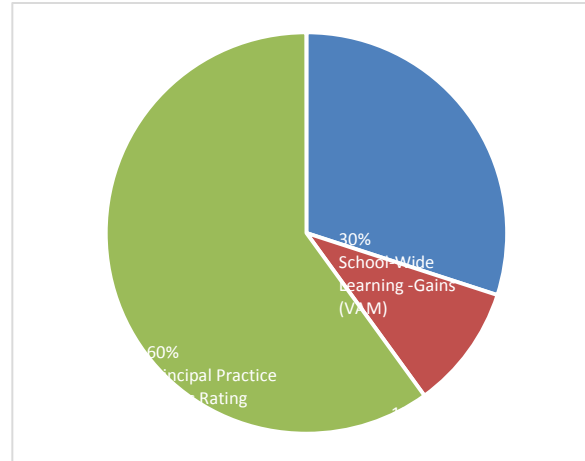
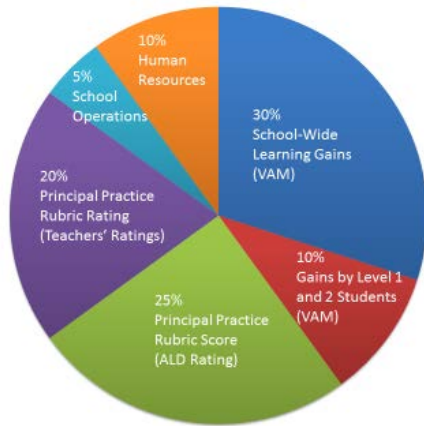
1)

Please note: At a March 1st Board Meeting the instructional leadership criterion will be 60% of the overall evaluation. Input and data will be incorporated through teacher feedback, human resources functions, and school operations. For principals, the Area Superintendent will complete the Principal Competency rubric and consider these other measures. For assistant principals, the principal will complete the Assistant Principal Competency rubric and consider these other measures. See updated information below:

Principal and AP Recommended Evaluation Changes for 2015-2016 and Beyond

As we have learned more about how to effectively observe, assess, and evaluate principals, we are recommending that our current approach be changed to a more holistic scoring approach that weighs more heavily on school leader practice tied to our competency rubrics. The pie charts below will demonstrate the recommended changes. The smaller measures seen in 2014-2015 will no longer be considered stand-alone measures. The data that we have used to capture the HR points, school operations points, and teacher input points, will still be captured and provided to the supervisor (Area Superintendents for principals and Principals for APs) to use as evidence as they rate related elements in our rigorous and comprehensive school leader competency rubric. The data will be part of a picture of a principal's practice and will be used to score the related elements in the rubric. For example, the HR points will be used to score the elements found in the Human Capital Management Domain of the rubric.

Principal Evaluation Measures as of 2014-2015



For the attached School Leader Competency Rubric, the following scoring is associated with each performance rating:

- Exemplary- 3 points
- Accomplished- 2 points
- Progressing- 1 point
- Requires Action- 0 points

- For competency 1 Achievement Focus and Results Orientation (Instructional Leadership) the maximum points are 12.
- For competency 2 Instructional Expertise (Instructional Leadership) the maximum points are 9.
- For competency 3 Managing and Developing People (Human Capital Management) the maximum points are 21.
- For competency 4 Culture and Relationship Building (Organizational/Systems Leadership) the maximum points are 21.
- For competency 5 Problem-Solving/Strategic Change Management (Organizational/Systems Leadership) the maximum points are 15.

The chart below explains the point breakdown to achieve the corresponding performance category for the instructional leadership criterion of the evaluation:

Highly Effective	65-78
Effective	45-64
Needs Improvement	25-44
Unsatisfactory	0-24

2) See description from the evaluation handbook regarding the research based vision for the evaluation:

Principal Evaluation System: Vision

“Research over the past 30 years clearly demonstrates that principals are important catalysts for shaping school improvements, creating lasting foundations for student learning and accelerating teacher effectiveness.” (NAESP and NASSP)

With that in mind, Hillsborough County Public Schools has developed a Principal and Assistant Principal Evaluation System that reflects current school leader standards and proven practices and is useful for improving performance. The competencies and key elements that describe school leader practice include the following:

Hillsborough County School Leader Competencies and Key Elements

Our district has partnered with the Wallace Foundation to align our leadership standards with the national and state expectations based on ISLLC 2008, VAL-ED, Gallup, and the Florida Principal Leadership Standards.

3) The school leader competencies and key elements align with the Principal Leadership Standards. Please see Attachment B Principal Competency Rubric for additional information. See noted rubric components below:

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: Effective school leaders achieve results on the school’s student learning goals.	
a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,	Instructional Leadership domain
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.	Instructional Leadership domain
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;	Instructional Leadership 1A, 1B
b. Maintains a school climate that supports student engagement in learning;	Instructional Leadership 1A, 1B, 1D, 2A
c. Generates high expectations for learning growth by all students; and,	Instructional Leadership 1A, 1B, 1D, 2C
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Instructional Leadership 1D
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;	Instructional Leadership 2A, 2C Human Capital Management 3A, 3B, 3C, 3E
b. Engages in data analysis for instructional planning and improvement;	Human Capital Management 3C, 3D
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Instructional Leadership 1C, 2A, 2B, 2C
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,	Instructional Leadership 1D, 2C
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Organizational/Systems Leadership 5A

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;	Human Capital Management 3A, 3B, 3C
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Human Capital Management 3A, 3B, 3C, 3D, 3E
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Human Capital Management 3D, 3E, 3F, 3G
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;	Organizational/System Leadership 4B, 4D, 4E 5D, 5E
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Organizational/System Leadership 4B, 4D, 4E 5D, 5E
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Instructional Leadership Organizational/System Leadership 4A, 4B, 4D, 4E 5D, 5E
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;	Instructional Leadership 1C, 1D Organizational/System Leadership 4B
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;	Instructional Leadership 1C, 1D Organizational/System Leadership 4B, 4F
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Organizational/System Leadership 4B, 4D
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Instructional Leadership 1C, 1D, 2A Human Capital Management 3B
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Instructional Leadership 1C, 1D, 2A, 2B Human Capital Management 3B
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.	Instructional Leadership 1A, 1D Human Capital Management 3A, Organizational/System Leadership 3B
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;	Instructional Leadership 1D, Organizational/System Leadership 4D
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Instructional Leadership 1C, Human Capital Management 3B, Organizational/System Leadership 5A, 5B, 5C 5D, 5E
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Organizational/System Leadership 5A, 5B, 5C 5D, 5E
d. Empowers others and distributes leadership when appropriate; and,	Human Capital Management 3E
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Human Capital Management 3B
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	Human Capital Management 3C, 3E Organizational/System Leadership 4F
b. Provides evidence of delegation and trust in subordinate leaders;	Human Capital Management 3D, 3E, 3F
c. Plans for succession management in key positions;	Human Capital Management 3F
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Instructional Leadership 1A, 1B, 2B
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Organizational/System Leadership 4A, 4B, 4E
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;	Human Capital Management 3A Organizational/System Leadership 5D
b. Establishes appropriate deadlines for him/herself and the entire organization;	Organizational/System Leadership 5D
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Organizational/System Leadership 5D
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	School Operations Audits 5% of overall evaluation score

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;	Organizational/System Leadership 4A, 4B, 4C, 4E
b. Recognizes individuals for effective performance;	Organizational/System Leadership 4F
c. Communicates student expectations and performance information to students, parents, and community;	Organizational/System Leadership 4C, 4E
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Organizational/System Leadership 4G
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Organizational/System Leadership 4D, 4E, 4F
f. Utilizes appropriate technologies for communication and collaboration; and,	Organizational/System Leadership 4C, 4E
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Instructional Leadership 1A, 1B Organizational/System Leadership 4E
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.;	Entire evaluation
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;	Organizational/System Leadership 5E
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;	Instructional Leadership 1A, 1B, 1D
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Organizational/System Leadership 4G
e. Demonstrates willingness to admit error and learn from it; and,	Organizational/System Leadership 4G
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Organizational/System Leadership 4G

4) Please see: Appendices

A- HCPS Principal Competency Rubric p. 45-56

B- HCPS Assistant Principal Competency Rubric p. 57-66

C- HCPS Goal Setting and Professional Learning Plan p. 67-70

5) The principal supervisors, Area Superintendents, engage in Learning Walks and Goal Setting with the principals within their assigned areas. This is additional evidence utilized to arrive at final evaluation ratings. Area Superintendents also review school data and survey results.

- **The performance categories are listed below:**

Performance Levels FLDOE rating HCPS rating
Highly Effective Level 4 or 5
Effective Level 3
Needs Improvement Level 2
Unsatisfactory Level 1

3. Other Indicators of Performance

Directions:

The district shall provide:

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

Examples include the following:

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

District Submission:

The district does not include additional performance indicators for the administrative evaluation score. The evaluation breakdown is 60% from instructional leadership criterion (the School Leader Competency Rubric- refer to Section 2 of this template) and 40% based on student performance (refer to Section 1 of this template).

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.].

District Submission: The Summative Evaluation score is noted below:

Area Superintendent Rating (60%) based on the ratings on the School Leader Competency Rubric
 VAM Subtotal= 30% VAM All Students + 10% VAM Level 1 and Level 2 Students

For the Area Superintendent rating of points with a multiplier of .60 the following performance categories are:

Highly Effective	39-46.99
Effective	27-38.99
Needs Improvement	15-26.99
Unsatisfactory	0-14.99

For the VAM subtotal the chart below explains how this is included in the summative score calculation:

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	34-40
3	Effective	17.5-33.99

2	Needs Improvement	15.00-17.49
1	Unsatisfactory	0-14.99

The Total Summative Evaluation Score:

Highly Effective	73 and above
Effective	44.5-72.99
Needs Improvement	30-44.49
Unsatisfactory	22.99 and below

Example of an Administrator's final summative score:

Area Superintendent rating total = 35 points + VAM rating total= 20 points = TOTAL of 55 points Effective range

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.].
- 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.].
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- 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.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- 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.].

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District Submission:

- 1) All principals are evaluated by the assigned Area Superintendent. All assistant principals are evaluated yearly by the assigned school principal.
- 2) All administrators receive training regarding the evaluation system through regularly scheduled monthly district wide council meetings, monthly area meetings with the Area Superintendents, and through additional trainings offered through all levels of the Principal Pipeline. See example below from Attachment A:

Principal and Assistant Principal Evaluation System – Evaluator Training

The following training supports are provided to Principals, Area Leadership Directors, Assistant Principals and all other principal evaluation system stakeholders on how to effectively implement our system:

Goal setting planning for APs at Principal Summer Institute

Goal setting planning for ALDs at ALD Summer Institute

Rubric and assessment training at Principal and AP council meetings

Rubric use in all pipeline program training

ALD observation and assessment training using competency rubric and critical attributes

Competencies addressed in all HCPS leadership trainings

There are 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. The superintendent’s cabinet members are trained in the evaluation process by the Executive Director for Leadership Development.

- 3) Principals receive feedback through ongoing goal setting conferences with the Area Superintendents. This feedback is also provided through regular site visits. Assistant principals receive ongoing feedback from their principals. This feedback informs the professional development needs of administrators.
- 4) Results from the evaluation are used to set goals with Area Superintendents, create the system of support provided through the Area Leadership Team, and to provide additional support through an assigned principal coach. The trends in evaluation data are also used by the

Assistant Superintendent of Educational Leadership and Professional Development and staff to differentiate additional needs for school leaders.

5) For administrators who are less than effective, the district offers support assistance and requires prescriptive improvement through professional development. This is overseen by the Area Superintendent for any principals and by the principal for any assistant principals. Specific and prescriptive professional development will be required for those rated as less than effective on their evaluations.

6) All administrators are evaluated once per year. Please see the evaluation timelines noted below:

Principal Evaluation System Timeline:

ALDs conduct goal setting conferences with principals based on previous year evaluation data	June-August
ALDs observe principals in the field, review formative student data, and meet with principals for formative feedback reviews.	August-May
Teachers assess principals using competency-based rubric.	February
ALDs review data (TELI, SCIP, Discipline, Attendance, formative student data, observation data, work toward competency based goals, formative notes, etc.) ALDs also review input forms provided by ILDs.	April-May
ALDs assess principals using competency-based rubric	May
ALDs conduct goal setting conferences with principals based on previous year evaluation data	June-August
VAM Score received and final scores posted	October

7) Employees provide input to a principal’s and assistant principal’s evaluation by assessing ten components on from the Principal and Assistant Principal Competency Rubrics as noted below:

This is not totaled into the final summative evaluation but is considered by the rater when completing the School Leader Competency Rubric.

Questions for Teacher Assessment of Principal Practice
(10 questions assess each of the five school leader competencies)

Instructions: Teachers will use a Likert Scale of Strongly Agree, Agree, Disagree, Strongly Disagree to rate each of the ten items.

1. Holds self and others accountable for the achievement of all students. (Achievement Focus and Results Orientation)
2. Identifies effective teaching practices that results in student learning. (Instructional Expertise)
3. Regularly communicates clear expectations for staff performance. (Managing and Developing People)
4. Provides targeted, timely, and actionable feedback related to teacher and staff performance. (Managing and Developing People)
5. Ensures ongoing, targeted professional development to strengthen instructional practice. (Managing and Developing People)
6. Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning. (Managing and Developing People)
7. Establishes collaborative relationships with all stakeholders. (Culture and Relationship Building)
8. Communicates effectively with all stakeholders. (Culture and Relationship Building)
9. Uses multiple forms of data to make decisions. (Problem Solving and Strategic Change Management)
10. Proactively plans and creates systems to accomplish goals and objectives. (Problem Solving and Strategic Change Management)

Questions for Teacher Assessment of Assistant Principal Practice

(10 questions assess each of the five school leader competencies)

Instructions: Teachers will use a Likert Scale of Strongly Agree, Agree, Disagree, Strongly Disagree to rate each of the ten items.

1. Holds self and others accountable for the achievement of all students. (Achievement Focus and Results Orientation)
2. Identifies effective teaching practices that results in student learning. (Instructional Expertise)
3. Regularly communicates clear expectations for staff performance.
(Managing and Developing People)
4. Provides targeted, timely, and actionable feedback related to teacher and staff performance.
(Managing and Developing People)
5. Supports and facilitates ongoing, targeted professional development to strengthen instructional practice.
(Managing and Developing People)
6. Distributes and develops staff leadership and supports the principal in building teacher teams able to advance teaching and learning.
(Managing and Developing People)
7. Establishes collaborative relationships with all stakeholders.
(Culture and Relationship Building)
8. Communicates effectively with all stakeholders.
(Culture and Relationship Building)
9. Uses multiple forms of data to make decisions.
(Problem Solving and Strategic Change Management)

10. Proactively plans and creates systems to accomplish goals and objectives and stays on track with timelines.
(Problem Solving and Strategic Change Management)

6. District Evaluation Procedures

Directions:

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

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

District Submission:

See the excerpt from the Board Policy #1220 regarding the evaluation of administrative personnel which is accessible via the district website:

<http://www.sdhc.k12.fl.us/policymanual/>

The written report is provided to the employee no later than 10 days after the evaluation.

Bylaws and Policies

Administrative Procedures

Forms

Advertised Changes

Search Policy Manual:

1220 - Evaluation of Administrative Personnel

Each administrator shall be evaluated annually by the administrator's immediate supervisor utilizing the approved evaluation system. The purpose of this performance evaluation shall be continuous quality improvement of the professional skills of each administrator as they relate to supporting effective instruction and student learning growth.

As set forth in State law, the performance evaluation of a school administrator must be based on data and indicators of student learning growth assessed annually by statewide assessments for the students assigned to that administrator's school or, for subjects and grade levels not measured by Statewide assessments, by School District assessments as provided in F.S. 1008.22(8). For administrators for whom at least three years of growth data for students assigned to the school, the percentage of the evaluation that is based upon student learning growth shall be reduced to not less than forty percent (40%) as provided by State law.

The evaluation criteria for each administrator's annual evaluation must include, but are not limited to, the following:

- A. student performance, as described above;

- B. instructional leadership that is based upon each of the leadership standards adopted by the State Board of Education, including:
 - 1. performance measures related to the effectiveness of classroom teachers in the school;
 - 2. the administrator's appropriate and effective use of evaluation criteria and procedures;
 - 3. recruitment and retention of effective and highly effective classroom teachers;

- 4. improvement in the percentage of instructional personnel evaluated at the highly effective and effective level; and

- 5. other leadership practices that result in student learning growth;

- C. professional and job responsibilities adopted by the State Board, as well as additional professional and job responsibilities established by the Board.

Lastly, each evaluation shall relate, but not be limited, to the duties specified in the job description.

The evaluation shall be completed and on file in accordance with the time schedule established by the Superintendent. The written report of the evaluation must be on file, as well as provided to the employee, within ten days of the evaluation conference; however, the evaluator may amend an evaluation based upon assessment data from the current year if the data becomes available within ninety (90) days after the close of the school year.

An evaluation shall be submitted at the time an administrator leaves the District if services terminate prior to annual evaluations.

Administrators may be required to take recognized examinations as the Superintendent or designee deems necessary to evaluate their health, competence, and/or performance. Refusal to take required examination(s) shall be grounds for immediate dismissal. The Board shall pay the cost of the examination(s).

An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

The Superintendent shall annually report the evaluation results of school administrators using the four levels of performance set forth in State law to the FLDOE. The Superintendent shall also notify the FLDOE of any school administrators who receive two consecutive unsatisfactory evaluations, as well as any school administrators who are given written notice by the District of intent to terminate or not renew their employment.

The administrator assessment system shall be evaluated annually to determine compliance with State law and this policy. All substantial revisions to an approved system shall be approved by the Board, upon the recommendation of the Superintendent, before being submitted to the Florida Department of Education for approval.

F.S. 1012.22, 1012.34, 1012.566

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The evaluator submits a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

The evaluator discusses the written evaluation report with the employee.

The administrator has 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 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.

7. District Self-Monitoring

Directions:

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

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

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

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

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

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

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.

Appendix A: Principal Competency Rubric

Instructional Leadership

1. Achievement Focus and Results Orientation

Element	Requires Action	Progressing	Accomplished	Exemplary
<p>a. Holds self and others accountable for high academic achievement of all students.</p>	<p>Sets low achievement expectations for students or does not focus on achievement for every student. May make excuses or rationalize low student performance.</p>	<p>Articulates personal accountability for high academic achievement for most students, and communicates the same standard to teachers and staff. Focuses on attaining learning gains for most students.</p>	<p>Demonstrates personal accountability for high academic achievement for all students, and holds teachers and staff to the same standard. Takes deliberate action to attain learning gains for every student.</p>	<p>ACCOMPLISHED PLUS... Focuses relentlessly on student outcomes and successfully leads teachers and staff to achieve dramatic learning gains for every student.</p>
<p>b. Communicates a clear, compelling vision of high academic achievement and inspires others to fulfill the vision by gaining ownership and</p>	<p>Adopts a vision that lacks focus on student achievement and makes limited attempts to implement the vision; makes decisions without considering alignment to the vision.</p>	<p>Effectively communicates a vision of high academic achievement to stakeholders and provides a path for meeting the vision but may be unsuccessful in garnering ownership, understanding, or commitment. May consider the vision when making</p>	<p>Clearly and effectively communicates a vision of high academic achievement for all students and a path for reaching the vision to internal and external stakeholders, resulting in stakeholder understanding and ownership.</p>	<p>ACCOMPLISHED PLUS... Clearly links actions, decisions, roles and responsibilities to the school vision, working with teachers and staff to ensure that their work is similarly aligned.</p>

commitment.		decisions.		
c. Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.	Does not support teachers and staff in setting goals or teachers' goals may be vague, lack rigor, or not align with challenges or needs. May give up in the face of adversity.	Is sometimes successful at helping teachers and staff set challenging student outcome goals. Persists and overcomes anticipated obstacles, but may have difficulty managing unexpected adversity.	Helps teachers and staff set, monitor, and achieve challenging goals based on student outcomes. Anticipates, adapts, and persists in the face of obstacles and responds in a positive, solutions-oriented manner. Models for teachers and staff how to overcome obstacles and be resourceful and innovative to increase student achievement.	ACCOMPLISHED PLUS... Establishes a comprehensive system for rigorous school goal-setting and measurement that supports the attainment of challenging goals. Models for teachers and others to effectively anticipate and address obstacles and develops their capacity to do the same.
d. Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.	May avoid conversations about student achievement gaps in their school. Is unable to generate a sense of urgency in others to close achievement gaps.	Has some comfort engaging others in conversations about equity gaps, but may not initiate conversations or confront others' preconceptions about race, culture, class, or other differences among students. Communicates the importance of closing achievement gaps, with mixed results in generating a sense of urgency among stakeholders.	Effectively initiates, engages in, and models courageous conversations about equity gaps and implements strategies to eradicate inequities in their school. Generates a shared sense of urgency among teachers, staff and the community to close achievement gaps and prepare all students for college and careers.	ACCOMPLISHED PLUS... Ensures that strategies implemented among teachers, staff and community successfully eradicate inequities in schools. Coaches teachers and staff to initiate and engage in courageous conversations about equity gaps, effectively close achievement gaps, and prepare all students for college and careers.

Instructional Leadership

2. Instructional Expertise

Element	Requires Action	Progressing	Accomplished	Exemplary
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<p>a. Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning.</p>	<p>Rarely conducts classroom observations or observations are not strategically focused. They are scheduled for compliance purposes. Does not accurately assess teacher performance.</p>	<p>Occasionally conducts strategically focused classroom observations. Most observations are scheduled based on timelines and requirements although some walkthroughs are completed throughout each week with limited feedback given. Accurately assesses teacher performance.</p>	<p>Regularly conducts strategically focused classroom observations and walkthroughs that are based on the needs of teachers. Observation schedule allows for ongoing feedback and growth for teachers. Understands pedagogy and accurately assesses teacher performance.</p>	<p>ACCOMPLISHED PLUS... Spends a significant amount of time conducting classroom observations and walkthroughs that are strategically planned to provide a system of support to every teacher. Has an in-depth knowledge of pedagogy and strategies for improving instructional practices.</p>
<p>b. Uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</p>	<p>Rarely supports staff's use of data to guide grouping or re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data and rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.</p>	<p>Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data. Provides limited differentiation in instruction and implements academic interventions for high need students.</p>	<p>Supports and develops staff ability to analyze quantitative and qualitative data to identify content that students did not learn and guide grouping and re-teaching strategies. Holds teachers accountable for analyzing student work and data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress.</p>	<p>ACCOMPLISHED PLUS... Builds the capacity of staff to effectively and consistently use multiple sources of data to identify content that students did not learn and guide grouping and re-teaching. Holds teachers accountable for analyzing student work and learning data and engages all staff in analyzing disaggregated student data to determine appropriate differentiations and interventions based on individual students' learning needs. Works with staff to make frequent updates to the intervention plan for students or sub groups not making progress.</p>
<p>c. Ensures students master standards by</p>	<p>Allows staff use of a curriculum that is not aligned to college</p>	<p>Develops and supports the implementation of standards-based</p>	<p>Engages the leadership team and other key staff in developing,</p>	<p>ACCOMPLISHED PLUS...</p>

aligning curriculum, instructional strategies, and assessments.	readiness standards and supports staff use of misaligned lesson and units that are disconnected from year-end goals.	curriculum. Attempts to align to Florida Standards to meet student learning needs and encourages teachers to analyze standards, curricula. And aligned assessments to develop and implement their own lesson and unit plans.	adapting and implementing curriculum aligned to Florida Standards. Leads analysis of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.	Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to the Florida Standards to effectively address all students learning needs. Analyzes standards, curricula and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.
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Human Capital Management

3. Managing and Developing People

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Provides clear expectations for staff performance and communicates success and needed improvements regularly.	Does not identify or clearly communicate performance expectations to teachers and staff.	Establishes basic performance expectations for teachers and staff, but does not consistently link expectations to student outcomes. Communicates expectations to teachers and staff and applies rules inconsistently. Does some monitoring to track progress.	Establishes and clearly explains performance expectations linked directly to student outcomes and include interim measures so that each individual understands whether s/he is on track to meet goals.	ACCOMPLISHED PLUS... Helps teachers and staff internalize performance expectations, including the rationale behind them. Works with individuals to set specific development goals linked to each person's strengths and growth areas and ensures that they are on track to meet them.
b. Uses multiple methods to evaluate teacher and staff	Uses minimal evidence or relies on perception to assess teacher and staff effectiveness. Feedback to teachers and staff may not be	Uses limited data sources or evidence to assess teacher and staff effectiveness. Provides specific and timely feedback to teachers and	Uses multiple data sources and evidence to assess teacher and staff effectiveness. Regularly incorporates specific data and	ACCOMPLISHED PLUS... Engages in regular dialogue with teachers and staff about their

Element	Requires Action	Progressing	Accomplished	Exemplary
effectiveness and provides timely, targeted, and actionable feedback.	timely, frequent, or actionable.	staff, but feedback may not include action steps or may not result in improved practice.	examples to provide timely, targeted, and actionable feedback, resulting in improved practice.	development. Consistently provides manageable feedback that supports learning and results in improved practice.
c. Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.	Rarely differentiates professional development or supports for teachers based on teacher-specific data trends, strengths or growth areas. May be disengaged from new teacher induction efforts.	Considers teacher-specific data trends, strengths, or growth areas in determining professional development. Supports for teachers but may not effectively differentiate coaching and supports. Informs new teacher induction.	Regularly disaggregates data to identify teacher-specific trends, strengths, and growth areas. Uses data to provide differentiated, job-embedded professional development and determine the most impactful supports for each teacher. Actively supports effective induction for new teachers.	ACCOMPLISHED PLUS... Leads teachers to review and disaggregate school, educator, and classroom-level data. Analyzes disaggregated data to identify performance trends among teachers and strategically plans development activities to leverage high-performing teachers in the development of others.
d. Effectively identifies high and low performers, retains high performers, and develops or exits low performers.	Does not effectively distinguish between high- and low-performing teachers. May fail to recognize high-performers or support those who struggle. Avoids conflict, difficult conversations, or work required to exit persistently low-performing teachers. May transfer low-performers elsewhere.	Recognizes high-performing teachers. Attempts to support struggling teachers but is inconsistent with implementation of assistance plans. Tries but does not effectively exit persistently low-performing teachers.	Recognizes, leverages, and retains high-performing teachers. Proactively supports struggling teachers. Consistently and thoroughly implements assistance plans. Effectively advocates for the exit of persistently low-performing teachers.	ACCOMPLISHED PLUS... Gives high-performing teachers increasing responsibility and challenges. Effectively develops or exits all persistently low-performing teachers.

Element	Requires Action	Progressing	Accomplished	Exemplary
<p>e. Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning.</p>	<p>Rarely provides leadership opportunities and allows ineffective or misaligned staff to serve on the leadership team. Rarely supports the development of the leadership team.</p>	<p>Provides leadership opportunities to teachers who express interest and attempts to support their development in leading other adults. Defines the role of the leadership team and selects some members based on skill. Attempts to support the development of the leadership team.</p>	<p>Identifies effective teachers and provides them with leadership opportunities. Supports the development of teacher leaders and leadership team members and establishes a leadership team made up of effective teachers with a range of skills sets. Develops the team to lead other teacher teams and support the improvement of instructional practice.</p>	<p>ACCOMPLISHED PLUS... Actively provides meaningful leadership opportunities to effective teachers. Mentors and supports teacher leaders and leadership team members in leading other adults. Communicates a clear leadership trajectory to those teachers with the most leadership potential. Establishes and builds the capacity of an effective leadership team with a relentless focus on student learning</p>
<p>f. Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.</p>	<p>Rarely anticipates teacher vacancies. Does not proactively identify or recruit high-potential candidates. Inaccurately assesses candidate competencies. May allow personal relationships to influence staffing recommendations.</p>	<p>Has a general sense of potential teacher vacancies, but may begin recruiting late in the year. Accurately assesses candidate competencies but may not consider school-specific needs in recommendations.</p>	<p>Proactively anticipates potential teacher turnover and shares staffing needs with central office. Recruits and screens high-potential candidates for each vacancy. Effectively assesses candidate competencies to hire candidates that match school needs.</p>	<p>ACCOMPLISHED PLUS... Leverages teacher relationships to remain up-to-date on future plans and anticipate turnover. Builds networks to identify and recruit high-potential candidates. Grooms future school teachers from intern and substitute pools. Provides insightful feedback from selection process to inform school fit and early professional development.</p>
<p>g. Effectively assigns teachers to classes</p>	<p>Rarely assesses qualifications</p>	<p>Places teachers in grades and</p>	<p>Places teachers in grade level and</p>	<p>ACCOPMLISHED PLUS...</p>

Element	Requires Action	Progressing	Accomplished	Exemplary
and provides quality onboarding experiences for new teachers.	when placing teachers. Allows teachers to remain in specific grades and content areas regardless of their impact. Does not take ownership of new teachers.	content areas based on qualifications. Supports new teachers through a school level induction process.	content areas based on their qualifications and demonstrated effectiveness. Has an ongoing process in place to onboard and support the development of new teachers.	Strategically places teachers in grade level levels and content areas based on their skills, strengths, and qualifications. Assigns highly effective teachers to students most in need. Capitalizes on the strengths of existing staff by teaming them with new teachers.

Organizational/System Leadership

4. Culture and Relationship Building

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Establishes collaborative relationships with internal and external stakeholders to achieve objectives.	Does not listen to or recognize stakeholder concerns that impact collaboration. May alienate or disengage stakeholders when working to achieve objectives.	Listens to others in an attempt to understand their perspective. Empathizes with others' point of view. Builds collaborative, respectful relationships but may not engage some stakeholders.	Actively listens to others and seeks to understand and address their perspectives and needs. Treats others with dignity and respect. Builds and maintains strong, collaborative relationships with internal and external stakeholders to achieve objectives.	ACCOMPLISHED PLUS... Creates a climate in which stakeholders treat one another with dignity and respect. Builds coalitions with stakeholders at all levels to achieve collaborative goals.
b. Creates a positive and safe environment for teachers, students,	Sends inconsistent messages about the school's values and behavioral expectations and inconsistently applies positive and	Communicates the school's values to staff and students and implements a code of conduct for students attempting to fairly apply	Translates the school's values into specific expectations for adults and students and ensures staff explicitly teaches expectations to students.	ACCOMPLISHED PLUS... Builds the capacity of staff and students to translate the school's

Element	Requires Action	Progressing	Accomplished	Exemplary
families, and the community.	negative consequences. Provides inadequate support for students' social and emotional development needs and fails to ensure that the school environment is safe.	positive and negative consequences. Provides some support for student's social and emotional development and supports meaningful connections between students and adults. Manages a school environment that is safe.	Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented. Works with the leadership team to support students' social and emotional development and respects and values each student in the school. Fosters strong connections among students and adults. Ensures that the school environment is safe and secure.	values into specific expectations for adults and students. Tracks discipline data to ensure equitable application of positive and negative consequences and that consequences support students in changing behaviors. Builds the capacity of staff to support and enhance students' social and emotional development and ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults. Continuously assesses systems to ensure the school environment is safe and secure.
c. Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.	Does not resolve conflict or does so in an indirect, abrasive, or destructive manner. Avoids difficult conversations.	Anticipates challenges but does not manage conflict to effective resolution or vice versa. Is willing to have difficult conversations but is not always successful. Sometimes operates in a negative and reactive mode when dealing with conflict.	Anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and identifies "win-win" solutions. Exhibits willingness, courage, and skill to have effective difficult conversations. Models for teachers to directly resolve conflict wherever possible.	ACCOMPLISHED PLUS... Helps stakeholders understand shared goals and other perspectives. Engages stakeholders in problem resolution. Develops others to identify "win-win" solutions and have effective difficult conversations.

Element	Requires Action	Progressing	Accomplished	Exemplary
d. Embraces diverse viewpoints and solicits stakeholder input in decision-making.	Does not consider diverse perspectives or may have difficulty leveraging differing points of view to improve decision-making. May be dictatorial or overly conciliatory.	Considers other perspectives. May seek stakeholder input but moves ahead with own decisions or becomes paralyzed by trying to reach consensus or appease others.	Seeks and considers diverse perspectives. Actively solicits stakeholder input in order to make informed decisions that are in the best interest of students.	ACCOMPLISHED PLUS... Creates a culture that respects diverse viewpoints in which teachers and staff routinely seek stakeholder input to make informed decisions. Is willing to make unpopular decisions in the best interest of students.
e. Communicates effectively with all stakeholders.	Does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	Communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	Communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience, context, and mode of communication. Exhibits poise and professionalism, even when under pressure.	ACCOMPLISHED PLUS... Creates proactive communication channels for all stakeholders and guides teachers and staff to do the same. Coaches others to tailor communication and maintain poise and professionalism, even when under pressure.
f. Motivates, inspires, and moves other adults to feel ownership and take action.	May disempower others or cause others to disengage. Lacks leadership or strategies to move adults to action.	Attempts to engage others and build ownership for outcomes, but is only sometimes successful. Sets an optimistic tone with stakeholders but may not successfully move other adults to take action to achieve goals.	Engages others and builds ownership for outcomes. Motivates, inspires, and moves other adults to take action to achieve ambitious goals.	ACCOMPLISHED PLUS... Shares leadership appropriately. Develops teacher capacity to motivate, inspire, and move other adults to take action to achieve ambitious goals.
g. Regularly reflects, accurately assesses own strengths and	Does not reflect. Inaccurately assesses own strengths or growth	Sometimes reflects and identifies some strengths and growth areas.	Regularly reflects on and accurately assesses own strengths and	ACCOMPLISHED PLUS... Proactively solicits “360-degree”

Element	Requires Action	Progressing	Accomplished	Exemplary
growth areas, seeks feedback, and professional development to improve.	areas. Demonstrates limited awareness of impact on or perception by others. May become defensive when receiving feedback. Only takes limited action to grow.	Demonstrates some awareness of impact on and perception by others. Sometimes solicits performance feedback. Pursues development opportunities, but may not prioritize opportunities aligned with growth areas.	substantive growth areas. Demonstrates awareness of impact on and perception by others. Regularly solicits and incorporates performance feedback. Pursues development opportunities to improve in growth areas.	feedback from others and uses information to prioritize own development goals. Adapts communications and actions to improve impact on and perception by others. Demonstrates continual improvement.

Organizational/System Leadership

5. Problem-Solving and Strategic Change Management

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Collects, analyzes, and uses multiple forms of data to make decisions.	Uses data inconsistently or has difficulty understanding or using data to inform decision-making.	Collects and analyzes different forms of data. May have difficulty identifying the most salient data to inform decision-making. Some decisions may not align with or support findings.	Collects, analyzes, and draws meaningful conclusions from multiple sources of quantitative and qualitative data (e.g., teacher, classroom, and student-level data) to inform short- and long-term decision-making.	ACCOMPLISHED PLUS... Engages school leaders in creating systems to collect and monitor data and make mid-course corrections when necessary. Shares data findings with stakeholders.
b. Identifies problems, analyzes root causes, and develops effective strategies to resolve issues.	Does not accurately identify problems or prioritize the most critical issues to increase student achievement. Strategies may not address critical issues.	Identifies problems and attempts to diagnose root causes with varying success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.	Effectively identifies problems. Analyzes complex issues to accurately diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.	ACCOMPLISHED PLUS... Anticipates problems before they occur. Regularly leads stakeholders in a process to understand root causes of issues and help develop effective strategies to resolve them.

<p>c. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.</p>	<p>Develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan. Rarely monitors implementation.</p>	<p>Develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges. Monitors progress.</p>	<p>Develops and implements clear action plans that address weekly and monthly milestones to address identified issues, demonstrating the ability to balance the big picture with detailed steps to reach the end goal. Anticipates and prepares for potential risks and challenges. Monitors progress and makes mid-course corrections, when needed, to ensure success.</p>	<p>ACCOMPLISHED PLUS... Reflects on past practice and incorporates lessons learned in future action plans. Engages stakeholders to develop and implement action plans.</p>
<p>d. Proactively plans and creates systems to accomplish school-wide goals.</p>	<p>Does not proactively plan or create systems to achieve school-wide goals.</p>	<p>Demonstrates some planning and organization. Creates systems that support school-wide goals.</p>	<p>Consistently demonstrates organization. Proactively plans and creates systems to achieve school-wide goals and sustainable solutions. Implements year-long planning, consistent day-to-day schedules and effectively manages professional time.</p>	<p>ACCOMPLISHED PLUS... Models organizational skills and develops others organizational skill and ability to use systems thinking. Adapts systems to enable sustainable solutions over time.</p>
<p>e. Builds ownership from diverse stakeholders and, overcomes resistance to advance school improvement.</p>	<p>Does not recognize the impact of change on others or attempt to manage resistance. Attempts to lead change by directing others and is unable to build stakeholder ownership.</p>	<p>Sometimes recognizes the impact of change on others and works to manage resistance. Communicates the need for change to diverse stakeholders. Creates some short-term wins.</p>	<p>Recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds ownership from diverse stakeholders. Creates short-term wins to build momentum and sustainability for longer-term</p>	<p>ACCOMPLISHED PLUS... Expertly manages change. Converts resistance to support by engaging concerned stakeholders and/or leveraging supporters to influence others.</p>

			change.	
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Appendix B: AP Competency Rubric
Instructional Leadership

1. Achievement Focus and Results Orientation

Element	Requires Action	Progressing	Accomplished	Exemplary
<p>a. Holds self and others accountable for high academic achievement of all students.</p>	<p>Sets low achievement expectations for students or does not focus on achievement for every student. May make excuses or rationalize low student performance.</p>	<p>Articulates personal accountability for high academic achievement for most students, and communicates the same standard to teachers and staff. Focuses on attaining learning gains for most students.</p>	<p>Demonstrates personal accountability for high academic achievement for all students, and works directly with the principal to hold teachers and staff to the same standard. Takes deliberate action to attain learning gains for every student. Models daily actions that support the school vision.</p>	<p>ACCOMPLISHED PLUS... Focuses relentlessly on student outcomes and successfully supports teachers and staff to achieve dramatic learning gains for every student. Champions the school vision in all words and actions.</p>
<p>b. Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.</p>	<p>Does not support teachers in setting goals or teachers' goals may be vague, lack rigor, or not align with challenges or needs. May give up in the face of adversity.</p>	<p>Is sometimes successful at helping teachers set challenging student outcome goals. Persists and overcomes anticipated obstacles, but may have difficulty managing unexpected adversity.</p>	<p>Helps teachers set, monitor, and achieve challenging goals based on student outcomes. Anticipates, adapts, and persists in the face of obstacles and responds in a positive, solutions-oriented manner.</p>	<p>ACCOMPLISHED PLUS... Models for teachers how to overcome obstacles and be resourceful and innovative to increase student achievement.</p>
<p>c. Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.</p>	<p>May avoid conversations about student achievement gaps in their school. Is unable to generate a sense of urgency in others to close achievement gaps.</p>	<p>Has some comfort engaging others in conversations about equity gaps, but may not initiate conversations or confront others' preconceptions about race, culture, class, or other differences among students. Communicates the importance of closing achievement gaps, with mixed results in generating a sense of urgency among stakeholders.</p>	<p>Effectively initiates, engages in, and models courageous conversations about equity gaps and implements strategies to eradicate inequities in their school.</p>	<p>ACCOMPLISHED PLUS... Works collaboratively with the principal to generate a shared sense of urgency among teachers, staff and the community to close achievement gaps and prepare all students for college and careers.</p>

Instructional Leadership

2. Instructional Expertise

Element	Requires Action	Progressing	Accomplished	Exemplary
<p>a. Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning.</p>	<p>Rarely conducts classroom observations or observations are not strategically focused. They are scheduled for compliance purposes. Does not accurately assess teacher performance.</p>	<p>Occasionally conducts strategically focused classroom observations. Most observations are scheduled based on timelines and requirements although some walkthroughs are completed throughout each week with limited feedback given. Accurately assesses teacher performance.</p>	<p>Regularly conducts strategically focused classroom observations and walkthroughs that are based on the needs of teachers. Observation schedule allows for ongoing feedback and growth for teachers. Understands pedagogy and accurately assesses teacher performance.</p>	<p>ACCOMPLISHED PLUS... Spends a significant amount of time conducting classroom observations and walkthroughs that are strategically planned to provide a system of support to every teacher. Has an in-depth knowledge of pedagogy and strategies for improving instructional practices.</p>
<p>b. Uses data to differentiate and prioritize instructional supports and interventions and supports</p>	<p>Rarely supports teacher use of data to guide grouping or re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data and</p>	<p>Attempts to develop teacher ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies. Inconsistently holds teachers accountable for analyzing</p>	<p>Supports and develops teacher ability to analyze quantitative and qualitative data to identify content that students did not learn and guide grouping and re-teaching strategies. Holds teachers accountable for analyzing student</p>	<p>ACCOMPLISHED PLUS... Builds the capacity of individual teachers and teacher teams to effectively and consistently use multiple sources of data to identify</p>

teachers in using data to differentiate instruction.	rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.	student work and data.	work and data to determine appropriate differentiations and interventions.	content that students did not learn and guide grouping and re-teaching. Works with the principal and school teams to make frequent updates to the intervention plan for students or sub groups not making progress.
c. Ensures students master Florida standards by aligning curriculum, instructional strategies, and assessments.	Allows teacher use of a curriculum that is not aligned to college readiness standards and allows staff use of misaligned lesson and units that are disconnected from year-end goals.	Develops and supports the implementation of standards-based curriculum. Attempts to align to Florida Standards to meet student learning needs and encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans.	Engages with the leadership team and other key staff in developing, adapting and implementing curriculum aligned to Florida Standards. Leads analysis of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.	ACCOMPLISHED PLUS... Builds the capacity of teachers to effectively develop, adapt, and implement rigorous curriculum aligned to the Florida Standards to effectively address all students learning needs as well as analyze standards, curricula and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.

Human Capital Management

3. Managing and Developing People

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Provides clear expectations	Does not clearly communicate performance expectations to	Communicates basic performance expectations for teachers and staff,	Clearly explains performance expectations to teachers and staff and	ACCOMPLISHED PLUS...

Element	Requires Action	Progressing	Accomplished	Exemplary
for staff performance and communicates success and needed improvements regularly.	teachers and staff.	but does not consistently link expectations to student outcomes. Communicates expectations to teachers and staff and applies rules inconsistently. Does some monitoring to track progress.	consistently holds them accountable for meeting them.	Recognizes individuals who consistently meet performance expectations and supports those who need improvement.
b. Uses multiple methods to assess teacher and staff effectiveness and provides timely, targeted, and actionable feedback.	Uses minimal evidence or relies on perception to assess teacher and staff effectiveness. Feedback to teachers and staff may not be timely, frequent, or actionable.	Uses limited data sources or evidence to assess teacher and staff effectiveness. Provides specific and timely feedback to teachers and staff, but feedback may not include action steps or may not result in improved practice.	Uses multiple data sources and evidence to assess teacher and staff effectiveness. Regularly incorporates specific data and examples to provide timely, targeted, and actionable feedback, resulting in improved practice.	ACCOMPLISHED PLUS... Engages in regular dialogue with teachers and staff about their development. Consistently provides manageable feedback that supports learning and results in improved practice.
c. Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.	Rarely differentiates professional development or supports for teachers based on teacher-specific data trends, strengths or growth areas.	Considers teacher-specific data trends, strengths, or growth areas in determining professional development and supports for teachers but may not effectively differentiate coaching and supports.	Works with the leadership team to regularly disaggregate data to identify teacher-specific trends, strengths, and growth areas. Uses data to provide differentiated, job-embedded professional development and determine the most impactful supports for each teacher.	ACCOMPLISHED PLUS... Actively supports effective induction for new teachers.
d. Distributes and develops staff leadership and builds teacher teams able to	Rarely provides leadership opportunities and allows ineffective or misaligned staff to	Provides leadership opportunities to teachers who express interest. Attempts to support their development in leading other	Identifies effective teachers and provides them with leadership opportunities. Supports the	ACCOMPLISHED PLUS... Actively provides meaningful leadership opportunities to

Element	Requires Action	Progressing	Accomplished	Exemplary
advance teaching and learning.	serve in leadership roles.	adults.	development of teacher leaders.	effective teachers. Mentors and supports teacher leaders in leading other adults.
e. Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.	Does not proactively identify or recruit high-potential candidates to support the filling of school vacancies. Inaccurately assesses candidate competencies. May allow personal relationships to influence staffing recommendations.	Accurately assesses candidate competencies but may not consider school-specific needs in recommendations.	Proactively anticipates potential teacher turnover and shares staffing needs with the principal. Supports the recruitment and screening of high-potential candidates for each vacancy. Effectively assesses candidate competencies to hire candidates that match school needs.	ACCOMPLISHED PLUS... Builds networks with district staff and other schools to identify and recruit high-potential candidates. Supports the grooming of future school teachers from intern and substitute pools.
f. Effectively assigns teachers to classes and provides quality onboarding experiences for new teachers. (Only for certain AP groups)	Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades and content areas regardless of their impact. Does not take ownership of new teachers.	Recommends placement of teachers in grades and content areas based on qualifications. Supports new teachers through a school level induction process.	Recommends placement of teachers in grade level and content areas based on their qualifications and demonstrated effectiveness. Supports an ongoing process in place to onboard and support the development of new teachers.	ACCOMPLISHED PLUS... Recommends the assignment of highly effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.

Organizational/System Leadership

4. Culture and Relationship Building

Element	Requires Action	Progressing	Accomplished	Exemplary
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Element	Requires Action	Progressing	Accomplished	Exemplary
<p>a. Establishes collaborative relationships with internal and external stakeholders to achieve objectives.</p>	<p>Does not listen to or recognize stakeholder concerns that impact collaboration. May alienate or disengage stakeholders when working to achieve objectives.</p>	<p>Listens to others in an attempt to understand their perspective. Empathizes with others' point of view. Builds collaborative, respectful relationships but may not engage some stakeholders.</p>	<p>Actively listens to others and seeks to understand and address their perspectives and needs. Treats others with dignity and respect. Builds and maintains strong, collaborative relationships with internal and external stakeholders to achieve objectives.</p>	<p>ACCOMPLISHED PLUS...</p> <p>Supports a climate in which stakeholders treat one another with dignity and respect. Builds coalitions with stakeholders at all levels to achieve collaborative goals.</p>
<p>b. Creates a positive and safe environment for teachers, students, families, and the community.</p>	<p>Sends inconsistent messages about the school's values and behavioral expectations and inconsistently applies positive and negative consequences. Provides inadequate support for students' social and emotional development needs and fails to ensure that the school environment is safe.</p>	<p>Communicates the school's values to staff and students and implements a code of conduct for students attempting to fairly apply positive and negative consequences. Provides some support for student's social and emotional development and supports meaningful connections between students and adults. Manages a school environment that is safe.</p>	<p>Translates the school's values into specific expectations for adults and students and ensures staff explicitly teaches expectations to students. Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented. Works with the leadership team to support students' social and emotional development. Respects and values each student in the school. Fosters strong connections among students and adults. Ensures that the school environment is safe and secure.</p>	<p>ACCOMPLISHED PLUS...</p> <p>Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students. Tracks discipline data to ensure equitable application of positive and negative consequences and that consequences support students in changing behaviors. Builds the capacity of staff to support and enhance students' social and emotional development and ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults. Continuously assesses systems to</p>

Element	Requires Action	Progressing	Accomplished	Exemplary
				ensure the school environment is safe and secure.
c. Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.	Does not resolve conflict or does so in an indirect, abrasive, or destructive manner. Avoids difficult conversations.	Anticipates challenges but does not manage conflict to effective resolution or vice versa. Is willing to have difficult conversations but is not always successful. Sometimes operates in a negative and reactive mode when dealing with conflict.	Anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and identifies "win-win" solutions. Exhibits willingness, courage, and skill to have effective difficult conversations.	ACCOMPLISHED PLUS... Models for teachers to directly resolve conflict wherever possible. Helps stakeholders understand shared goals and other perspectives. Engages stakeholders in problem resolution.
d. Embraces diverse viewpoints and solicits stakeholder input in decision-making.	Does not consider diverse perspectives or may have difficulty leveraging differing points of view to improve decision-making. May be dictatorial or overly conciliatory.	Considers other perspectives. May seek stakeholder input but moves ahead with own decisions or becomes paralyzed by trying to reach consensus or appease others.	Seeks and considers diverse perspectives. Actively solicits stakeholder input in order to make informed decisions that are in the best interest of students.	ACCOMPLISHED PLUS... Supports a culture that respects diverse viewpoints in which teachers and staff routinely seek stakeholder input to make informed decisions. Is willing to make unpopular decisions in the best interest of students.
e. Communicates effectively with all stakeholders.	Does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	Communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	Communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience, context, and mode of communication. Exhibits poise and professionalism, even when under	ACCOMPLISHED PLUS... Creates proactive communication channels for all stakeholders and guides teachers and staff to do the same.

Element	Requires Action	Progressing	Accomplished	Exemplary
			pressure.	
f. Motivates, inspires, and moves other adults to feel ownership and take action.	May disempower others or cause others to disengage. Lacks leadership or strategies to move adults to action.	Attempts to engage others and build ownership for outcomes, but is only sometimes successful. Sets an optimistic tone with stakeholders but may not successfully move other adults to take action to achieve goals.	Engages others and builds ownership for outcomes. Motivates, inspires, and moves other adults to take action to achieve ambitious goals.	ACCOMPLISHED PLUS... Shares leadership appropriately. Develops teacher capacity to motivate, inspire, and move other adults to take action to achieve ambitious goals.
g. Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.	Does not reflect. Inaccurately assesses own strengths or growth areas. Demonstrates limited awareness of impact on or perception by others. May become defensive when receiving feedback. Only takes limited action to grow.	Sometimes reflects and identifies some strengths and growth areas. Demonstrates some awareness of impact on and perception by others. Sometimes solicits performance feedback. Pursues development opportunities, but may not prioritize opportunities aligned with growth areas.	Regularly reflects on and accurately assesses own strengths and substantive growth areas. Demonstrates awareness of impact on and perception by others. Regularly solicits and incorporates performance feedback. Pursues development opportunities to improve in growth areas.	ACCOMPLISHED PLUS... Proactively solicits “360-degree” feedback from others and uses information to prioritize own development goals. Adapts communications and actions to improve impact on and perception by others. Demonstrates continual improvement.

Organizational/System Leadership

5. Problem-Solving and Strategic Change Management

Element	Requires Action	Progressing	Accomplished	Exemplary
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<p>a. Collects, analyzes, and uses multiple forms of data to make decisions.</p>	<p>Uses data inconsistently or has difficulty understanding or using data to inform decision-making.</p>	<p>Collects and analyzes different sources of data. May have difficulty identifying the most salient data to inform decision-making. Some decisions may not align with or support findings.</p>	<p>Collects, analyzes, and draws meaningful conclusions from multiple forms of quantitative and qualitative data (e.g., teacher, classroom, and student-level data) to inform short- and long-term decision-making.</p>	<p>ACCOMPLISHED PLUS... Regularly shares data findings with stakeholders.</p>
<p>b. Identifies problems, analyzes root causes, and develops effective strategies to resolve issues.</p>	<p>Does not accurately identify problems or prioritize the most critical issues to increase student achievement. Strategies may not address critical issues.</p>	<p>Identifies problems and attempts to diagnose root causes with varying success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.</p>	<p>Effectively identifies problems. Analyzes complex issues to accurately diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.</p>	<p>ACCOMPLISHED PLUS... Anticipates problems before they occur. Regularly leads teachers in a process to understand root causes of issues and help develop effective strategies to resolve them.</p>
<p>c. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.</p>	<p>Develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan. Rarely monitors implementation.</p>	<p>Develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges. Monitors progress.</p>	<p>Develops and implements clear action plans that address weekly and monthly milestones to address identified issues, demonstrating the ability to balance the big picture with detailed steps to reach the end goal. Monitors progress and makes mid-course corrections, when needed, to ensure success.</p>	<p>ACCOMPLISHED PLUS... Reflects on past practice and incorporates lessons learned in future action plans.</p>
<p>d. Proactively plans and creates systems to accomplish school-wide goals.</p>	<p>Does not proactively plan or create systems to achieve school-wide goals.</p>	<p>Demonstrates some planning and organization. Creates systems that support school-wide goals.</p>	<p>Consistently demonstrates organization. Proactively plans and creates systems to achieve school-wide goals and sustainable solutions. Implements year-long planning, consistent day-to-day schedules and effectively manages professional time.</p>	<p>ACCOMPLISHED PLUS... Models organizational skills and systems thinking. Adapts systems to enable sustainable solutions over time.</p>

<p>e. Builds ownership from diverse stakeholders and, overcomes resistance to advance school improvement.</p>	<p>Does not recognize the impact of change on others or attempt to manage resistance. Attempts to lead change by directing others and is unable to build stakeholder ownership.</p>	<p>Sometimes recognizes the impact of change on others and works to manage resistance. Communicates the need for change to diverse stakeholders. Creates some short-term wins.</p>	<p>Recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds ownership from diverse stakeholders. Creates short-term wins to build momentum and sustainability for longer-term change.</p>	<p>ACCOMPLISHED PLUS... Supports the principal in expertly managing change. Converts resistance to support by engaging concerned stakeholders and/or leveraging supporters to influence others.</p>

Appendix C: Goal Setting and Professional Learning Plan

School Leader Goal Setting and Professional Learning Plan

School Leader: _____ Direct Supervisor: _____ School _____

Year: _____

Initial Goal Setting Meeting Date (July/Aug) _____ Mid-Year Review(Dec/Jan) _____ Final

Review(May/June) _____

Leadership Domain	Leadership Competencies	
Instructional Leadership	Achievement Focus and Results Orientation	Instructional Expertise
Human Capital Management	Managing and Developing People	
Organizational/Systems Leadership	Culture and Relationship Building	Problem Solving and Strategic Change Management

School Improvement Goal(s):

<p>#1 Leadership Competency and Element of Focus:</p> <p>Current State / Baseline Data or Anecdotal Information:</p> <p>Desired Outcome / Goal:</p>	Plan of Action / Action Steps implemented to meet goal:		
	Specific Actions	Timeline	How will quality be measured?
Professional Development and Other Supports Needed to Meet Leader Competency Goal:			

Targeted Support Provided by Principal or Area Sup:	

School Leader Goal Setting and Professional Learning Plan

School Leader: _____ Direct Supervisor: _____ School
 Year: _____

Initial Goal Setting Meeting Date (July/Aug) _____ Mid-Year Review(Dec/Jan) _____ Final
 Review(May/June) _____

Leadership Domain	Leadership Competencies	
Instructional Leadership	Achievement Focus and Results Orientation	Instructional Expertise
Human Capital Management	Managing and Developing People	
Organizational/Systems Leadership	Culture and Relationship Building	Problem Solving and Strategic Change Management

School Improvement Goal(s):

#1 Leadership Competency and Element of Focus:	Plan of Action / Action Steps implemented to meet goal:		
	Specific Actions	Timeline	How will quality be measured?
Current State / Baseline Data or Anecdotal Information:			
Desired Outcome / Goal:			

	Professional Development and Other Supports Needed to Meet Leader Competency Goal:
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Targeted Support Provided by Principal or Area Sup:
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Mid-Year Review Description of Progress Made: _____ _____ _____ _____ _____ School Leader Signature _____ Date: _____ Direct Supervisor Signature _____ Date: _____
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Final Review Outcomes: _____ _____
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School Leader Signature _____	Date: _____
Direct Supervisor Signature _____	Date: _____