School District of Pasco County

School Administrator Evaluation System

Deanna DeCubellis, Supervisor
Accountability, Research, and Measurement
ddecubel@pasco.k12.fl.us

July 1, 2018

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

Continual leadership growth is a necessary element of student learning and school effectiveness. The purpose of the Pasco School Administrator Evaluation System is to increase student achievement by improving the quality of school leadership practices. It is designed to support the continual growth of building leaders. The School Leader Evaluation System is based on the Florida Principal Leadership Standards and aligns with Pasco's focus areas of High Impact Instruction, Data Driven Decision Making, and Collaborative Cultures.

The evaluation system is based directly on the ten Florida Principal Leadership Standards. These ten standards are grouped into Domains of effective leadership as follows:

Domain 1: Student Achievement   (**20% of the total Status Score**)
Standard 1: Student Learning Results
Standard 2: Student Learning as a Priority

Domain 2: Instructional Leadership   (**30% of the total Status Score**)
Standard 3: Instructional Plan Implementation
Standard 4: Faculty Development
Standard 5: Learning Environment

Domain 3: Organizational Leadership   (**40% of the total Status Score**)
Standard 6: Decision Making
Standard 7: Leadership Development
Standard 8: School Management
Standard 9: Communication

Domain 4: Professional and Ethical Behaviors   (**10% of the total Status Score**)
Standard 10: Professional and Ethical Behaviors

Scoring of the Florida Principal Leadership Standards

- The Standards are clustered into Domains that categorize that group of standards.
- Each Standard is equally weighted, counting as 10% of the Status score.
(If a domain has 2 standards, that domain will count for 20%. If a domain has 4 standards, that domain will count for 40%, etc.)
- Each Standard is scored on a 5 point rubric (see below)
- The 10 Standard scores are averaged to calculate a Status Score

---

Principal Leadership Standards Rubric

Highly Effective	4
Effective	3
Developing/Needs Improvement	2
Beginning	1
Unsatisfactory	0

Principal Leadership Standards Rubric Descriptions

DOMAIN I: STUDENT ACHIEVEMENT: 20%

Standard 1—Student Learning Results:	The professional administrator achieves 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.	
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.	
Unsatisfactory	Learning goals are not based on adopted standards and/or adopted curricula; student learning results are not or only rarely evidenced in state and district assessments.
Beginning	Learning goals are sometimes based on adopted standards and adopted curricula; student learning results are sometimes evidenced in state and district assessments.
Developing/Needs Improvement	Learning goals are mostly based on adopted standards and/or adopted curricula; student learning results are usually evidenced in state and district assessments.
Effective	Learning goals are based on adopted standards and/or adopted curricula; student learning results are evidenced in state and district assessments.
Highly Effective	Learning goals are consistently based on adopted standards and/or adopted curricula; student learning results are consistently evidenced in state and district assessments.

Standard 2—Student Learning as 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. The leader:
a. enables faculty and staff to work as a system, focused on student learning.	
b. maintains a school climate that supports student engagement in learning.	
c. generates high expectations for learning growth by all students.	
d. engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
Unsatisfactory	School climate does not or rarely supports student engagement; expectations for student achievement are low or are not set; faculty and staff rarely focus on student learning and/or very little effort is made at closing learning gaps among student subgroups.
Beginning	School climate sometimes supports student engagement; expectations for student achievement are not entirely appropriate; faculty and staff sometimes focus on student learning and some effort is made at closing learning gaps among student subgroups.
Developing/Needs Improvement	School climate generally supports student engagement and expectations for student achievement are typically appropriate; faculty and staff are generally focused on student learning, and effort is made at closing learning gaps among some student subgroups.
Effective	School climate supports student engagement and expectations for student achievement are appropriate; faculty and staff are focused on student learning and effort is made at closing learning gaps among all student subgroups.
Highly Effective	School climate supports and sustains consistent student engagement; expectations for student achievement are set high; faculty and staff are consistently focused on student learning and consistent effort is made at closing learning gaps among all student subgroups.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP: 30%

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

a. implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.

b. engages in data analysis for instructional planning and improvement.

c. communicates the relationships among academic standards, effective instruction, and student performance.

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.

e. ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Unsatisfactory	Florida Educator Accomplished Practices are rarely implemented; data analysis is rarely included in planning; relationships among academic standards, effective instruction, and student performance is not communicated; adopted curricula and standards are rarely implemented; formative and interim assessments are rarely used.
Beginning	Florida Educator Accomplished Practices are sometimes implemented; data analysis is sometimes included in planning; relationships among academic standards, effective instruction, and student performance is minimally communicated; adopted curricula and standards are sometimes implemented; formative and interim assessments are sometimes used.
Developing/Needs Improvement	Florida Educator Accomplished Practices are mostly implemented; data analysis is usually included in planning; relationships among academic standards, effective instruction, and student performance is frequently communicated; adopted curricula and standards are mostly implemented; formative and interim assessments are generally used.
Effective	Florida Educator Accomplished Practices are regularly implemented; data analysis is included in planning; relationships among academic standards, effective instruction, and student performance is effectively communicated; adopted curricula and standards are regularly implemented; formative and interim assessments are used.
Highly Effective	Florida Educator Accomplished Practices are consistently implemented; data analysis is included in all aspects of planning; relationships among academic standards, effective instruction, and student performance are consistently communicated; adopted curricula and standards are implemented and sustained; formative and interim assessments are consistently used.

Standard 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 systemwide strategic objectives and the school improvement plan.

b. evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.

c. employs a faculty with the instructional proficiencies needed for the school population served.

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.

e. implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.

f. provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Unsatisfactory	Professional learning at the school is not linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback is neglected or is carried out ineffectively; there is little or no focus on faculty proficiency needs; professional learning opportunities for faculty are not adequately provided; staff is not provided opportunities for individual and collaborative professional learning.
Beginning	Professional learning at the school is sometimes linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback sometimes occurs but may not occur effectively; there is occasional and irregular focus on faculty proficiency needs; professional learning opportunities for faculty are sometimes provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Developing/Needs Improvement	Professional learning at the school is minimally linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs but may not occur effectively at all times; there is minimal focus on faculty proficiency needs; professional learning opportunities for faculty are minimally provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Effective	Professional learning at the school is linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs and does so in an effective manner; there is regular focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided; staff is provided opportunities for individual and collaborative professional learning throughout the school year.
Highly Effective	Professional learning at the school is consistently linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback consistently occurs and does so in a highly effective manner; there is consistent focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided and encouragement is given for staff participation; staff is provided consistent opportunities for individual and collaborative professional learning throughout the school year.

Standard 5 Learning Environment:	Effective school leaders structure and monitor a school learning environment that improves learning for a 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.

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.

c. promotes school and classroom practices that validate and value similarities and differences among students.

d. provides recurring monitoring and feedback on the quality of the learning environment.

e. initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

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.

Unsatisfactory	A safe, respectful, and inclusive learning environment is not maintained; diversity is poorly recognized and utilized as an asset to motivate students and improve student learning; there is a lack of validation for similarities and differences among students at the school; monitoring and feedback is lacking and there is a lack of emphasis on continuous improvement for students; achievement gaps are ignored as are the cultural and developmental issues that lead to a lack of student learning.
Beginning	A safe, respectful, and inclusive learning environment is inconsistently maintained; diversity is occasionally recognized or utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school sometimes occurs; monitoring and feedback is occasionally provided and there is inconsistent emphasis on continuous improvement for students; achievement gaps are identified but not addressed as are the cultural and developmental issues that lead to a lack of student learning.
Developing/Needs Improvement	A safe, respectful, and inclusive learning environment is minimally maintained; diversity is generally recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs but may not always occur consistently; monitoring and feedback is minimally provided and there is some emphasis on continuous improvement for students; achievement gaps are identified but not always adequately addressed; cultural and developmental issues that lead to a lack of student learning are only minimally understood.
Effective	A safe, respectful, and inclusive learning environment is maintained; diversity is recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs; monitoring and feedback is provided and there is continuous improvement for most students; achievement gaps are identified and are addressed; cultural and developmental issues that lead to a lack of student learning are understood.
Highly Effective	A safe, respectful, and inclusive learning environment is consistently maintained; diversity is regularly recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs in a sustained and meaningful manner; monitoring and feedback is provided and there is continuous improvement for students overall; achievement gaps are identified and are consistently addressed as are cultural and developmental issues that lead to a lack of student learning are understood.

DOMAIN 3: ORGANIZATIONAL LEADERSHIP: 40%

Standard 6 Decision-Making	Effective school leaders employ and decision-making process 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.	
b. uses critical-thinking and problem-solving techniques to define problems and identify solutions.	
c. evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	
d. empowers others and distributes leadership when appropriate.	
e. uses effective technology integration to enhance decision-making and efficiency throughout the school.	
Unsatisfactory	Does not prioritize decisions affecting the quality of student learning and/or teacher proficiency; neglects critical thinking and problem-solving techniques designed to identify solutions; does not evaluate decisions for effectiveness, equity, or outcome; fails at follow up; does not effectively distribute leadership or empower others; lacks ability with technology and its application to decision making and efficiency.
Beginning	Occasionally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; often neglects critical thinking and problem-solving techniques designed to identify solutions; does not consistently evaluate decisions for effectiveness, equity, or outcome; sporadically provides follow up; distributes leadership and empowers others inconsistently; has very limited ability with technology and its application to decision making and efficiency.
Developing/Needs Improvement	Minimally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; sometimes neglects critical thinking and problem-solving techniques designed to identify solutions; minimally evaluates decisions for effectiveness, equity, or outcome; provides nominal follow up; sometimes distributes leadership and empowers others; has only basic ability with technology and its application to decision making and efficiency.
Effective	Prioritizes decisions affecting the quality of student learning and/or teacher proficiency; applies critical thinking and problem-solving techniques designed to identify solutions; generally evaluates all decisions for effectiveness, equity, or outcome; provides regular follow up; distributes leadership and empowers others effectively; has an effective and working knowledge of technology and its application to decision making and efficiency.
Highly Effective	Consistently prioritizes decisions affecting the quality of student learning and/or teacher proficiency; always applies critical thinking and problem-solving techniques designed to identify solutions; evaluates all decisions for effectiveness, equity, or outcome; provides consistent follow up; distributes leadership and empowers others in a highly effective manner; has an extensive ability with technology and its application to decision making and efficiency.

Standard 7 **Leadership Development**	Effective school leaders cultivate, support, and develop other leaders within the organization.
a. identifies and cultivates potential and emerging leaders	
b. delegates and provides evidence of trust in subordinate leaders	
c. plans for succession in key positions	
d. promotes and delegates teacher leadership functions with a focus on instructional proficiency and student learning	
e. develops sustainable and supportive relationships among other school leaders, parents, and community	
Unsatisfactory	Fails to identify or cultivate emerging leaders; rarely delegates; does not plan for succession into key positions; neglects instructional proficiency and student learning when promoting teacher leaders; fails to cultivate supportive relationships among other school leaders, parents, and community.
Beginning	Occasionally identifies and cultivates emerging leaders; delegates minimally; planning for succession into key positions is occasional or inconsistent; instructional proficiency and student learning is sometimes considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are minimally cultivated.
Developing/Needs Improvement	Usually identifies and cultivates emerging leaders; sometimes delegates; typically plans for succession into key positions; instructional proficiency and student learning is usually considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are cultivated.
Effective	Regularly identifies and cultivates emerging leaders; often delegates and does so appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are effectively cultivated.
Highly Effective	Consistently identifies and cultivates emerging leaders; always delegates appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is always considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are consistently cultivated and are effective.

Standard 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.	
b. establishes appropriate deadlines for him/herself and the entire organization.	
c. manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	
d. is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Unsatisfactory	Inefficiently organizes time, tasks, and projects; objectives are not set or are unclear; deadlines are not established and/or are inappropriate; ineffectively organizes schedules, delegation, and resources; is not attuned to fiscal matters and fiscal impacts on instructional priorities.
Beginning	Minimally organizes time, tasks, and projects; objectives are not always clear; deadlines are sometimes established and/or are not always appropriate; organizes schedules, delegation, and resources inconsistently; is not consistently attuned to fiscal matters and fiscal impacts on instructional priorities.
Developing/Needs Improvement	Generally organizes time, tasks, and projects; objectives are usually clear; deadlines are established but may not always be appropriate; typically organizes schedules, delegation, and resources appropriately; is generally attuned to fiscal matters and fiscal impacts on instructional priorities.
Effective	Regularly organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.
Highly Effective	Consistently organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.

| Standard 9

Communication	Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

a. actively listens to and learns from students, staff, parents, and community stakeholders.

b. recognizes individuals for effective performance.

c. communicates student expectations and performance information to students, parents, and community.

d. maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.

e. creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. utilizes appropriate technologies for communication and collaboration.

g. ensures that faculty receives timely information about student learning requirements, academic standards, and all other local state, and federal administrative requirements and decisions.

Unsatisfactory	Does not listen actively to students, staff, parents, or other stakeholders; fails to recognize individuals for effective performance; information on student expectations and performance is poorly communicated; does not maintain visibility; avoids engagement with students, staff, parents, and the community; does not effectively use technology to communicate and collaborate; does not provide timely information regarding learning requirements, academic standards, or other requirements or decisions.
Beginning	Occasionally listens to students, staff, parents, or other stakeholders; sometimes recognizes individuals for effective performance; information on student expectations and performance is minimally communicated; does not consistently maintain visibility; sometimes avoids engagement with students, staff, parents, and the community; uses very minimal technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions inconsistently.
Developing/Needs Improvement	Generally listens to students, staff, parents, or other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Effective	Regularly listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Highly Effective	Consistently listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR: 10%

The effective professional school administrator demonstrates professional and ethical behavior in all school and community interactions.

Standard 10 Professional and Ethical Behavior	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 6B-1.001 and 6B-1006, F.A.C.	
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.	
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.	
d. engages in professional learning that improves professional practice in alignment with the needs of the school system.	
e. demonstrates a willingness to admit error and learn from it	
f. demonstrates explicit improvement in specific performance areas, based on previous evaluations and formative feedback.	
Unsatisfactory	Does not adhere to the Code of Ethics and Principles of Professional Conduct; loses sight of the school vision; does not react constructively to barriers to success; is not committed to success of all students; is not engaged in professional learning or methods to improve practice; does not admit error and/or fails to learn from mistakes; responds negatively to evaluation and/or does not demonstrate improvement based on former evaluation.
Beginning	Minimally adheres to the Code of Ethics and Principles of Professional Conduct; sometimes loses sight of the school vision; sometimes does not react constructively to barriers to success; is committed to success of some students; is minimally engaged in professional learning or methods to improve practice; sometimes admits error and/or learns from mistakes; is sometimes indifferent to evaluation and/or does not always demonstrate improvement based on former evaluation.
Developing/Needs Improvement	Generally adheres to the Code of Ethics and Principles of Professional Conduct; usually has the school vision in focus; generally reacts constructively to barriers to success; is committed to the success of students; engages in professional learning or methods to improve practice; usually admits error and learns from mistakes; responds appropriately to evaluation and usually demonstrates improvement based on former evaluation.
Effective	Adheres to the Code of Ethics and Principles of Professional Conduct; keeps the school vision in focus; reacts constructively to barriers to success; demonstrates a regular commitment to the success of all students; regularly engages in professional learning or methods to improve practice; admits error and learns from mistakes; responds appropriately to evaluation and demonstrates improvement based on former evaluation.
Highly Effective	Consistently adheres to the Code of Ethics and Principles of Professional Conduct; consistently establishes a school vision and keeps it in focus; always reacts constructively to barriers to success; demonstrates a sustained commitment to the success of all students; consistently engages in professional learning or methods to improve practice and shows results from this learning; admits error and always learns from mistakes; consistently responds appropriately to evaluation and always demonstrates improvement based on former evaluation.

Deliberate Practice

In addition to the Florida Principal Leadership Standards, the Pasco Evaluation System requires each leader to develop a Deliberate Practice Plan. This plan focuses on a particular area of growth aligned with one of the Principal Leadership Standards. The DPP score is additive at 20%.

Scoring of the Deliberate Practice Plan

The DPP is rated/scored on a 4 point rubric (see below)
20% of the score is added to the Status Score to calculate the Instructional Leadership Score

Deliberate Practice Rubric

Highly Effective	Develop a plan and implement all of the plan. Monitor progress and reflect on results	4
Effective	Develop a plan and implement all of the plan. Monitor progress.	3
Needs Improvement/Developing	Develop a plan and implement part or all of the plan.	2
Unsatisfactory	No plan	1

Student Performance Measure

The SPM for school administrators will include three years of student performance data when available. School-wide VAM will be used. This will include the current year and the two years immediately preceding the current year. If less than the three most recent years of data are available, those years for which the data is available will be used.
The SPM scores for the three years are averaged to obtain a final SPM score for the current year.

Scoring for the Student Performance Measure

School Principal   School-wide VAM
Assistant Principal   School-wide VAM

SPM ratings/scores are based on the 4 point rubric:

4 Point Scoring Rubric

Highly Effective	4
Effective	3
Needs Improvement/Developing	2
Unsatisfactory	1

<u>Summative Scoring Components</u>

Instructional Leadership   65%

Student Performance Measure   35%

<u>Observations</u>

Pasco school administrators will be evaluated by their direct supervisor (i.e. assistant principals will be evaluated by their principal and the principals will be evaluated by the assistant superintendent who oversees that school).

The supervising administrator will meet face-to-face with the observed administrator at least two times during the year to reflect on leadership practices and provide feedback.

<div style="border:1px solid black; padding:10px;">

The Summative evaluation score is calculated using three scoring metrics as previously described:

1. Status Score based on the Florida Principal Leadership Standards

2. Additive Deliberate Practice score, 20% of which is added to the Status Score to calculate the Instructional Leadership Score

3. Student Performance Measure

</div>

Part II: Evaluation System Requirements

System Framework

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

☒ The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

Training

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

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and

➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

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

Evaluation Procedures

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

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

➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.

➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.

➢ The evaluator must discuss the written evaluation report with the employee.

➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

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

➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

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

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

Notifications

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

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

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

District Self-Monitoring

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

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

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	July - October	Conference (Zoom) call Together We Lead session opportunities Administrator Overview of T.E. System document Principal Meeting presentations Evaluation Calibration Training Resources in: Evaluation Platform Accountability, Research, and Measurement SharePoint Beginning of Year Canvas course Weekly email communications
District Administration	July, August	Conference (Zoom) call Together We Lead session opportunities Administrator Overview of T.E. System document Evaluation Calibration Training Resources in: Evaluation Platform Accountability, Research, and Measurement SharePoint Beginning of Year Canvas course Weekly email communications
All administrators	On Going	Administrator Overview of T.E. System document Evaluation Calibration Training Resources in: Evaluation Platform Accountability, Research, and Measurement SharePoint Weekly email communications

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	August – June	Observations, conferences, artifacts, reports, achievement data
School Administrators	July, August	School level Student Performance Measures /VAM analysis Student Achievement data

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	June	Within 10 days of Instructional Practices evaluation component completion

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Pasco County, instructional leadership accounts for 65% of the school administrator performance evaluation.

Principal Leadership Standards Rubric

Highly Effective	4
Effective	3
Developing/Needs Improvement	2
Beginning	1
Unsatisfactory	0

- Each Standard is rated using the 5 point rubric above
- Each Standard score is equally weighted
- The 10 Standard scores are averaged resulting in a Status Score
- The Deliberate Practice Plan additive score (in B. Other indicators of Performance) is then added to the Status Score to calculate the Instructional Leadership Score.
-

Principal Leadership Standards Rubric Descriptions

DOMAIN I: STUDENT ACHIEVEMENT: 2 standards in this Domain - 20% of Leadership score

Standard 1—Student Learning Results:	The professional administrator achieves 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.	
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.	
Unsatisfactory	Learning goals are not based on adopted standards and/or adopted curricula; student learning results are not or only rarely evidenced in state and district assessments.
Beginning	Learning goals are sometimes based on adopted standards and adopted curricula; student learning results are sometimes evidenced in state and district assessments.
Developing/Needs Improvement	Learning goals are mostly based on adopted standards and/or adopted curricula; student learning results are usually evidenced in state and district assessments.
Effective	Learning goals are based on adopted standards and/or adopted curricula; student learning results are evidenced in state and district assessments.
Highly Effective	Learning goals are consistently based on adopted standards and/or adopted curricula; student learning results are consistently evidenced in state and district assessments.

Standard 2—Student Learning as 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. The leader:
a. enables faculty and staff to work as a system, focused on student learning.	
b. maintains a school climate that supports student engagement in learning.	
c. generates high expectations for learning growth by all students.	
d. engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
Unsatisfactory	School climate does not or rarely supports student engagement; expectations for student achievement are low or are not set; faculty and staff rarely focus on student learning and/or very little effort is made at closing learning gaps among student subgroups.
Beginning	School climate sometimes supports student engagement; expectations for student achievement are not entirely appropriate; faculty and staff sometimes focus on student learning and some effort is made at closing learning gaps among student subgroups.
Developing/Needs Improvement	School climate generally supports student engagement and expectations for student achievement are typically appropriate; faculty and staff are generally focused on student learning, and effort is made at closing learning gaps among some student subgroups.
Effective	School climate supports student engagement and expectations for student achievement are appropriate; faculty and staff are focused on student learning and effort is made at closing learning gaps among all student subgroups.
Highly Effective	School climate supports and sustains consistent student engagement; expectations for student achievement are set high; faculty and staff are consistently focused on student learning and consistent effort is made at closing learning gaps among all student subgroups.

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

a. implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.

b. engages in data analysis for instructional planning and improvement.

c. communicates the relationships among academic standards, effective instruction, and student performance.

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.

e. ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Unsatisfactory	Florida Educator Accomplished Practices are rarely implemented; data analysis is rarely included in planning; relationships among academic standards, effective instruction, and student performance is not communicated; adopted curricula and standards are rarely implemented; formative and interim assessments are rarely used.
Beginning	Florida Educator Accomplished Practices are sometimes implemented; data analysis is sometimes included in planning; relationships among academic standards, effective instruction, and student performance is minimally communicated; adopted curricula and standards are sometimes implemented; formative and interim assessments are sometimes used.
Developing/Needs Improvement	Florida Educator Accomplished Practices are mostly implemented; data analysis is usually included in planning; relationships among academic standards, effective instruction, and student performance is frequently communicated; adopted curricula and standards are mostly implemented; formative and interim assessments are generally used.
Effective	Florida Educator Accomplished Practices are regularly implemented; data analysis is included in planning; relationships among academic standards, effective instruction, and student performance is effectively communicated; adopted curricula and standards are regularly implemented; formative and interim assessments are used.
Highly Effective	Florida Educator Accomplished Practices are consistently implemented; data analysis is included in all aspects of planning; relationships among academic standards, effective instruction, and student performance are consistently communicated; adopted curricula and standards are implemented and sustained; formative and interim assessments are consistently used.

Standard 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 systemwide strategic objectives and the school improvement plan.

b. evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.

c. employs a faculty with the instructional proficiencies needed for the school population served.

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.

e. implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.

f. provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Unsatisfactory	Professional learning at the school is not linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback is neglected or is carried out ineffectively; there is little or no focus on faculty proficiency needs; professional learning opportunities for faculty are not adequately provided; staff is not provided opportunities for individual and collaborative professional learning.
Beginning	Professional learning at the school is sometimes linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback sometimes occurs but may not occur effectively; there is occasional and irregular focus on faculty proficiency needs; professional learning opportunities for faculty are sometimes provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Developing/Needs Improvement	Professional learning at the school is minimally linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs but may not occur effectively at all times; there is minimal focus on faculty proficiency needs; professional learning opportunities for faculty are minimally provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Effective	Professional learning at the school is linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs and does so in an effective manner; there is regular focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided; staff is provided opportunities for individual and collaborative professional learning throughout the school year.
Highly Effective	Professional learning at the school is consistently linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback consistently occurs and does so in a highly effective manner; there is consistent focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided and encouragement is given for staff participation; staff is provided consistent opportunities for individual and collaborative professional learning throughout the school year.

Standard 5 Learning Environment:	Effective school leaders structure and monitor a school learning environment that improves learning for a 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.

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.

c. promotes school and classroom practices that validate and value similarities and differences among students.

d. provides recurring monitoring and feedback on the quality of the learning environment.

e. initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

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.

Unsatisfactory	A safe, respectful, and inclusive learning environment is not maintained; diversity is poorly recognized and utilized as an asset to motivate students and improve student learning; there is a lack of validation for similarities and differences among students at the school; monitoring and feedback is lacking and there is a lack of emphasis on continuous improvement for students; achievement gaps are ignored as are the cultural and developmental issues that lead to a lack of student learning.
Beginning	A safe, respectful, and inclusive learning environment is inconsistently maintained; diversity is occasionally recognized or utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school sometimes occurs; monitoring and feedback is occasionally provided and there is inconsistent emphasis on continuous improvement for students; achievement gaps are identified but not addressed as are the cultural and developmental issues that lead to a lack of student learning.
Developing/Needs Improvement	A safe, respectful, and inclusive learning environment is minimally maintained; diversity is generally recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs but may not always occur consistently; monitoring and feedback is minimally provided and there is some emphasis on continuous improvement for students; achievement gaps are identified but not always adequately addressed; cultural and developmental issues that lead to a lack of student learning are only minimally understood.
Effective	A safe, respectful, and inclusive learning environment is maintained; diversity is recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs; monitoring and feedback is provided and there is continuous improvement for most students; achievement gaps are identified and are addressed; cultural and developmental issues that lead to a lack of student learning are understood.
Highly Effective	A safe, respectful, and inclusive learning environment is consistently maintained; diversity is regularly recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs in a sustained and meaningful manner; monitoring and feedback is provided and there is continuous improvement for students overall; achievement gaps are identified and are consistently addressed as are cultural and developmental issues that lead to a lack of student learning are understood.

DOMAIN 3: ORGANIZATIONAL LEADERSHIP: 4 standards in this Domain - 40% of Leadership score

Standard 6 Decision-Making	Effective school leaders employ and decision-making process 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.	
b. uses critical-thinking and problem-solving techniques to define problems and identify solutions.	
c. evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	
d. empowers others and distributes leadership when appropriate.	
e. uses effective technology integration to enhance decision-making and efficiency throughout the school.	
Unsatisfactory	Does not prioritize decisions affecting the quality of student learning and/or teacher proficiency; neglects critical thinking and problem-solving techniques designed to identify solutions; does not evaluate decisions for effectiveness, equity, or outcome; fails at follow up; does not effectively distribute leadership or empower others; lacks ability with technology and its application to decision making and efficiency.
Beginning	Occasionally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; often neglects critical thinking and problem-solving techniques designed to identify solutions; does not consistently evaluate decisions for effectiveness, equity, or outcome; sporadically provides follow up; distributes leadership and empowers others inconsistently; has very limited ability with technology and its application to decision making and efficiency.
Developing/Needs Improvement	Minimally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; sometimes neglects critical thinking and problem-solving techniques designed to identify solutions; minimally evaluates decisions for effectiveness, equity, or outcome; provides nominal follow up; sometimes distributes leadership and empowers others; has only basic ability with technology and its application to decision making and efficiency.
Effective	Prioritizes decisions affecting the quality of student learning and/or teacher proficiency; applies critical thinking and problem-solving techniques designed to identify solutions; generally evaluates all decisions for effectiveness, equity, or outcome; provides regular follow up; distributes leadership and empowers others effectively; has an effective and working knowledge of technology and its application to decision making and efficiency.
Highly Effective	Consistently prioritizes decisions affecting the quality of student learning and/or teacher proficiency; always applies critical thinking and problem-solving techniques designed to identify solutions; evaluates all decisions for effectiveness, equity, or outcome; provides consistent follow up; distributes leadership and empowers others in a highly effective manner; has an extensive ability with technology and its application to decision making and efficiency.

Standard 7 Leadership Development	Effective school leaders cultivate, support, and develop other leaders within the organization.
a. identifies and cultivates potential and emerging leaders	
b. delegates and provides evidence of trust in subordinate leaders	
c. plans for succession in key positions	
d. promotes and delegates teacher leadership functions with a focus on instructional proficiency and student learning	
e. develops sustainable and supportive relationships among other school leaders, parents, and community	
Unsatisfactory	Fails to identify or cultivate emerging leaders; rarely delegates; does not plan for succession into key positions; neglects instructional proficiency and student learning when promoting teacher leaders; fails to cultivate supportive relationships among other school leaders, parents, and community.
Beginning	Occasionally identifies and cultivates emerging leaders; delegates minimally; planning for succession into key positions is occasional or inconsistent; instructional proficiency and student learning is sometimes considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are minimally cultivated.
Developing/Needs Improvement	Usually identifies and cultivates emerging leaders; sometimes delegates; typically plans for succession into key positions; instructional proficiency and student learning is usually considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are cultivated.
Effective	Regularly identifies and cultivates emerging leaders; often delegates and does so appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are effectively cultivated.
Highly Effective	Consistently identifies and cultivates emerging leaders; always delegates appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is always considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are consistently cultivated and are effective.

Standard 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.	
b. establishes appropriate deadlines for him/herself and the entire organization.	
c. manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	
d. is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	

Unsatisfactory	Inefficiently organizes time, tasks, and projects; objectives are not set or are unclear; deadlines are not established and/or are inappropriate; ineffectively organizes schedules, delegation, and resources; is not attuned to fiscal matters and fiscal impacts on instructional priorities.
Beginning	Minimally organizes time, tasks, and projects; objectives are not always clear; deadlines are sometimes established and/or are not always appropriate; organizes schedules, delegation, and resources inconsistently; is not consistently attuned to fiscal matters and fiscal impacts on instructional priorities.
Developing/Needs Improvement	Generally organizes time, tasks, and projects; objectives are usually clear; deadlines are established but may not always be appropriate; typically organizes schedules, delegation, and resources appropriately; is generally attuned to fiscal matters and fiscal impacts on instructional priorities.
Effective	Regularly organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.
Highly Effective	Consistently organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.

Standard 9 Communication	Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

a. actively listens to and learns from students, staff, parents, and community stakeholders.

b. recognizes individuals for effective performance.

c. communicates student expectations and performance information to students, parents, and community.

d. maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.

e. creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. utilizes appropriate technologies for communication and collaboration.

g. ensures that faculty receives timely information about student learning requirements, academic standards, and all other local state, and federal administrative requirements and decisions.

Unsatisfactory	Does not listen actively to students, staff, parents, or other stakeholders; fails to recognize individuals for effective performance; information on student expectations and performance is poorly communicated; does not maintain visibility; avoids engagement with students, staff, parents, and the community; does not effectively use technology to communicate and collaborate; does not provide timely information regarding learning requirements, academic standards, or other requirements or decisions.
Beginning	Occasionally listens to students, staff, parents, or other stakeholders; sometimes recognizes individuals for effective performance; information on student expectations and performance is minimally communicated; does not consistently maintain visibility; sometimes avoids engagement with students, staff, parents, and the community; uses very minimal technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions inconsistently.
Developing/Needs Improvement	Generally listens to students, staff, parents, or other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Effective	Regularly listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Highly Effective	Consistently listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR: 1 standard in this Domain - 10% of Leadership score

The effective professional school administrator demonstrates professional and ethical behavior in all school and community interactions.

Standard 10 **Professional and Ethical Behavior**	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 6B-1.001 and 6B-1006, F.A.C.	
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.	
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.	
d. engages in professional learning that improves professional practice in alignment with the needs of the school system.	
e. demonstrates a willingness to admit error and learn from it	
f. demonstrates explicit improvement in specific performance areas, based on previous evaluations and formative feedback.	
Unsatisfactory	Does not adhere to the Code of Ethics and Principles of Professional Conduct; loses sight of the school vision; does not react constructively to barriers to success; is not committed to success of all students; is not engaged in professional learning or methods to improve practice; does not admit error and/or fails to learn from mistakes; responds negatively to evaluation and/or does not demonstrate improvement based on former evaluation.
Beginning	Minimally adheres to the Code of Ethics and Principles of Professional Conduct; sometimes loses sight of the school vision; sometimes does not react constructively to barriers to success; is committed to success of some students; is minimally engaged in professional learning or methods to improve practice; sometimes admits error and/or learns from mistakes; is sometimes indifferent to evaluation and/or does not always demonstrate improvement based on former evaluation.
Developing/Needs Improvement	Generally adheres to the Code of Ethics and Principles of Professional Conduct; usually has the school vision in focus; generally reacts constructively to barriers to success; is committed to the success of students; engages in professional learning or methods to improve practice; usually admits error and learns from mistakes; responds appropriately to evaluation and usually demonstrates improvement based on former evaluation.
Effective	Adheres to the Code of Ethics and Principles of Professional Conduct; keeps the school vision in focus; reacts constructively to barriers to success; demonstrates a regular commitment to the success of all students; regularly engages in professional learning or methods to improve practice; admits error and learns from mistakes; responds appropriately to evaluation and demonstrates improvement based on former evaluation.
Highly Effective	Consistently adheres to the Code of Ethics and Principles of Professional Conduct; consistently establishes a school vision and keeps it in focus; always reacts constructively to barriers to success; demonstrates a sustained commitment to the success of all students; consistently engages in professional learning or methods to improve practice and shows results from this learning; admits error and always learns from mistakes; consistently responds appropriately to evaluation and always demonstrates improvement based on former evaluation.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pasco County, other indicators of performance account for additive points in the Instructional Leadership Score of the school administrator performance evaluation.

2. Each school administrators is required to develop a Deliberate Practice Plan that identifies a specific Florida Leadership Standard as an area to grow in during the school year. The intention of the DPP requirement is to support the intentional and continual development of school leaders.

3. The Deliberate Practice Plan is rated the same 4 point rubric scale as the Instructional Leadership Standards. The DPP score is then multiplied by 20%. Since the DPP score is additive, this result is added to the Status Score (from the Florida Principal Leadership Standards) to calculate the Instructional Leadership Score.

Scoring of the Deliberate Practice Plan

The DPP is rated/scored on a 4 point rubric (see below)
20% of the score is added to the Status Score to calculate the Instructional Leadership Score

---

Deliberate Practice Rubric

Highly Effective	Develop a plan and implement all of the plan. Monitor progress and reflect on results	4
Effective	Develop a plan and implement all of the plan. Monitor progress.	3
Needs Improvement/Developing	Develop a plan and implement part or all of the plan.	2
Unsatisfactory	No plan	1

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Pasco County, performance of students accounts for 35% of the school administrator performance evaluation.

2. The Student Performance Measure for school administrators is based on school-wide VAM as calculated by the FLDOE. The SPM will include three years of student performance data when available. This will include the current year and the two years immediately preceding the current year. The score is based on the 4 point rubric below.

Highly Effective	4
Effective	3
Needs Improvement/Developing	2
Unsatisfactory	1

The SPM scores for the three years are averaged to obtain a final SPM score for the current year. If less than the three most recent years of data are available, those years for which the data is available will be used.

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators.

    A. Each of the Florida Principal Leadership Standards is scored on a 5 point rubric.

Highly Effective	4
Effective	3
Developing/Needs Improvement	2
Beginning	1
Unsatisfactory	0

    B. The 10 Standard scores are then averaged to obtain a Status Score.

    C. The Deliberate Practice is rated on the 4 Point Scale and then multiplied by 20% to obtain the additive DP score.

    D. The Status Score and DP additive score are added together to calculate the Instructional Leadership Score.

    E. The Instructional Leadership Score is then added to the Student Performance Measure 3 year average to obtain the final evaluation score.

    F. The final evaluation score is then aligned with the following rubric to indicate the final evaluation rating:

Highly Effective	>=3.50
Effective	2.50 – 3.49
Needs Improvement/Developing	1.5 – 2.49
Unsatisfactory	1.0 – 1.49

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

Pasco's School Administrator Evaluation System utilizes a 4 point rubric that aligns four levels of performance (Highly Effective, Effective, Needs Improvement/Developing, Unsatisfactory) with a corresponding rubric score.

Each school level administrator is evaluated individually utilizing the same evaluation tool. Scores and feedback based on each individual's performance and support is differentiated based on the needs of each leader.

Elementary or High School Administrator Sample of Highly Effective:

Florida Principal Leadership Standards	Rubric Score
Domain 1	
Standard 1	4
Standard 2	4
Domain 2	
Standard 3	4
Standard 4	3
Standard 5	3
Domain 3	
Standard 6	4
Standard 7	4
Standard 8	4
Standard 9	4
Domain 4	
Standard 10	4
Total	38
Status Score (38 divided by 10)	**3.8**

Deliberate Practice Rubric Score	3
Additive Calculation (3X20%)	.6

Status Score (SS)+ Deliberate Practice (DP) = Instructional Leadership Score (ILS)

(SS) 3.8 + (DP) .6 = (ILS) 4.4

Instructional Leadership Score:

4.4

Student Performance Measure (SPM)	Year 1	3
	Year 2	4
	Year 3	4
Total		11
Average Calculation (11/3)	SPM	3.67

Florida Principal Leadership Standards	Rubric Score
Domain 1	
Standard 1	1
Standard 2	1
Domain 2	
Standard 3	2
Standard 4	2
Standard 5	2
Domain 3	
Standard 6	1
Standard 7	1
Standard 8	1
Standard 9	1
Domain 4	
Standard 10	2

65%	**of**	Total	14	ILS 4.4	=	**2.86**
35%	**of**	**Status Score** (14 divided by 10)	**1.4**	SPM 3.67	=	**1.28**

Final Evaluation Score: 4.14   Highly Effective

Final rating is based on the following scale:

Highly Effective	>=3.50
Effective	2.50 – 3.49
Needs Improvement/Developing	1.5 – 2.49
Unsatisfactory	1.0 – 1.49

Elementary or High School Administrator Sample of Unsatisfactory:

Deliberate Practice Rubric Score	1
Additive Calculation (1X20%)	.2

Status Score (SS)+ Deliberate Practice (DP) = Instructional Leadership Score (ILS)

(SS) 1.4 + (DP) .2 = (ILS) 1.6

Instructional Leadership Score: **1.6**

Student Performance Measure **(SPM)**	Year 1	2
	Year 2	2
	Year 3	1
Total		5

Average Calculation (5/3)	SPM	**1.67**

65% of ILS   **1.6**   **=**   **1.04**

35% of SPM   **1.67 =**   **.58**

Final Evaluation Score: **1.62**   **Unsatisfactory**

Final rating is based on the following scale:

Highly Effective	>=3.50
Effective	2.50 – 3.49
Needs Improvement/Developing	1.5 – 2.49
Unsatisfactory	1.0 – 1.49

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

No crosswalk is needed. Pasco's School Leader Evaluation System utilizes the Florida Principal Leadership Standards as a basis of measuring leader performance.

Alignment to the Florida Principal Leadership Standards	
Practice	**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,	
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.	
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;	
b. Maintains a school climate that supports student engagement in learning;	
c. Generates high expectations for learning growth by all students; and,	
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
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;	
b. Engages in data analysis for instructional planning and improvement;	
c. Communicates the relationships among academic standards, effective instruction, and student performance;	
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,	
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
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;	
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	
c. Employs a faculty with the instructional proficiencies needed for the school population served;	
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;	
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	

5. Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Practice	Evaluation Indicators
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;	
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;	
c. Promotes school and classroom practices that validate and value similarities and differences among students;	
d. Provides recurring monitoring and feedback on the quality of the learning environment;	
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	
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.	

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.

Practice	Evaluation Indicators
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	
d. Empowers others and distributes leadership when appropriate; and,	
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	

7. Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Practice	Evaluation Indicators
a. Identifies and cultivates potential and emerging leaders;	
b. Provides evidence of delegation and trust in subordinate leaders;	
c. Plans for succession management in key positions;	
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	

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.

Practice	Evaluation Indicators
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	
b. Establishes appropriate deadlines for him/herself and the entire organization;	
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	

9. Communication

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
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;	
b. Recognizes individuals for effective performance;	
c. Communicates student expectations and performance information to students, parents, and community;	
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	
f. Utilizes appropriate technologies for communication and collaboration; and,	
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
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.;	
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;	
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;	
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	
e. Demonstrates willingness to admit error and learn from it; and,	
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	

Appendix B – Observation Instruments for School Administrators

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

DOMAIN I: STUDENT ACHIEVEMENT:

Standard 1—Student Learning Results:	The professional administrator achieves 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.	
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.	
Unsatisfactory	Learning goals are not based on adopted standards and/or adopted curricula; student learning results are not or only rarely evidenced in state and district assessments.
Beginning	Learning goals are sometimes based on adopted standards and adopted curricula; student learning results are sometimes evidenced in state and district assessments.
Developing/Needs Improvement	Learning goals are mostly based on adopted standards and/or adopted curricula; student learning results are usually evidenced in state and district assessments.
Effective	Learning goals are based on adopted standards and/or adopted curricula; student learning results are evidenced in state and district assessments.
Highly Effective	Learning goals are consistently based on adopted standards and/or adopted curricula; student learning results are consistently evidenced in state and district assessments.

Standard 2—Student Learning as 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. The leader:
a. enables faculty and staff to work as a system, focused on student learning.	
b. maintains a school climate that supports student engagement in learning.	
c. generates high expectations for learning growth by all students.	
d. engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
Unsatisfactory	School climate does not or rarely supports student engagement; expectations for student achievement are low or are not set; faculty and staff rarely focus on student learning and/or very little effort is made at closing learning gaps among student subgroups.
Beginning	School climate sometimes supports student engagement; expectations for student achievement are not entirely appropriate; faculty and staff sometimes focus on student learning and some effort is made at closing learning gaps among student subgroups.
Developing/Needs Improvement	School climate generally supports student engagement and expectations for student achievement are typically appropriate; faculty and staff are generally focused on student learning, and effort is made at closing learning gaps among some student subgroups.
Effective	School climate supports student engagement and expectations for student achievement are appropriate; faculty and staff are focused on student learning and effort is made at closing learning gaps among all student subgroups.
Highly Effective	School climate supports and sustains consistent student engagement; expectations for student achievement are set high; faculty and staff are consistently focused on student learning and consistent effort is made at closing learning gaps among all student subgroups.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP: 30%

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

a. implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.

b. engages in data analysis for instructional planning and improvement.

c. communicates the relationships among academic standards, effective instruction, and student performance.

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.

e. ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Unsatisfactory	Florida Educator Accomplished Practices are rarely implemented; data analysis is rarely included in planning; relationships among academic standards, effective instruction, and student performance is not communicated; adopted curricula and standards are rarely implemented; formative and interim assessments are rarely used.
Beginning	Florida Educator Accomplished Practices are sometimes implemented; data analysis is sometimes included in planning; relationships among academic standards, effective instruction, and student performance is minimally communicated; adopted curricula and standards are sometimes implemented; formative and interim assessments are sometimes used.
Developing/Needs Improvement	Florida Educator Accomplished Practices are mostly implemented; data analysis is usually included in planning; relationships among academic standards, effective instruction, and student performance is frequently communicated; adopted curricula and standards are mostly implemented; formative and interim assessments are generally used.
Effective	Florida Educator Accomplished Practices are regularly implemented; data analysis is included in planning; relationships among academic standards, effective instruction, and student performance is effectively communicated; adopted curricula and standards are regularly implemented; formative and interim assessments are used.
Highly Effective	Florida Educator Accomplished Practices are consistently implemented; data analysis is included in all aspects of planning; relationships among academic standards, effective instruction, and student performance are consistently communicated; adopted curricula and standards are implemented and sustained; formative and interim assessments are consistently used.

Standard 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 systemwide strategic objectives and the school improvement plan.

b. evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.

c. employs a faculty with the instructional proficiencies needed for the school population served.

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.

e. implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.

f. provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Unsatisfactory	Professional learning at the school is not linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback is neglected or is carried out ineffectively; there is little or no focus on faculty proficiency needs; professional learning opportunities for faculty are not adequately provided; staff is not provided opportunities for individual and collaborative professional learning.
Beginning	Professional learning at the school is sometimes linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback sometimes occurs but may not occur effectively; there is occasional and irregular focus on faculty proficiency needs; professional learning opportunities for faculty are sometimes provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Developing/Needs Improvement	Professional learning at the school is minimally linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs but may not occur effectively at all times; there is minimal focus on faculty proficiency needs; professional learning opportunities for faculty are minimally provided; staff is occasionally provided opportunities for individual and collaborative professional learning.
Effective	Professional learning at the school is linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback occurs and does so in an effective manner; there is regular focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided; staff is provided opportunities for individual and collaborative professional learning throughout the school year.
Highly Effective	Professional learning at the school is consistently linked to strategic objectives and the school improvement plan; staff evaluation, monitoring, and feedback consistently occurs and does so in a highly effective manner; there is consistent focus on faculty proficiency needs; professional learning opportunities for faculty are regularly provided and encouragement is given for staff participation; staff is provided consistent opportunities for individual and collaborative professional learning throughout the school year.

Standard 5 Learning Environment:	Effective school leaders structure and monitor a school learning environment that improves learning for a 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.

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.

c. promotes school and classroom practices that validate and value similarities and differences among students.

d. provides recurring monitoring and feedback on the quality of the learning environment.

e. initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

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.

Unsatisfactory	A safe, respectful, and inclusive learning environment is not maintained; diversity is poorly recognized and utilized as an asset to motivate students and improve student learning; there is a lack of validation for similarities and differences among students at the school; monitoring and feedback is lacking and there is a lack of emphasis on continuous improvement for students; achievement gaps are ignored as are the cultural and developmental issues that lead to a lack of student learning.
Beginning	A safe, respectful, and inclusive learning environment is inconsistently maintained; diversity is occasionally recognized or utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school sometimes occurs; monitoring and feedback is occasionally provided and there is inconsistent emphasis on continuous improvement for students; achievement gaps are identified but not addressed as are the cultural and developmental issues that lead to a lack of student learning.
Developing/Needs Improvement	A safe, respectful, and inclusive learning environment is minimally maintained; diversity is generally recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs but may not always occur consistently; monitoring and feedback is minimally provided and there is some emphasis on continuous improvement for students; achievement gaps are identified but not always adequately addressed; cultural and developmental issues that lead to a lack of student learning are only minimally understood.
Effective	A safe, respectful, and inclusive learning environment is maintained; diversity is recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs; monitoring and feedback is provided and there is continuous improvement for most students; achievement gaps are identified and are addressed; cultural and developmental issues that lead to a lack of student learning are understood.
Highly Effective	A safe, respectful, and inclusive learning environment is consistently maintained; diversity is regularly recognized and utilized as an asset to motivate all students and improve student learning; validation of similarities and differences among students at the school occurs in a sustained and meaningful manner; monitoring and feedback is provided and there is continuous improvement for students overall; achievement gaps are identified and are consistently addressed as are cultural and developmental issues that lead to a lack of student learning are understood.

DOMAIN 3: ORGANIZATIONAL LEADERSHIP: 40%

Standard 6 **Decision-Making**	Effective school leaders employ and decision-making process 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.	
b. uses critical-thinking and problem-solving techniques to define problems and identify solutions.	
c. evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	
d. empowers others and distributes leadership when appropriate.	
e. uses effective technology integration to enhance decision-making and efficiency throughout the school.	
Unsatisfactory	Does not prioritize decisions affecting the quality of student learning and/or teacher proficiency; neglects critical thinking and problem-solving techniques designed to identify solutions; does not evaluate decisions for effectiveness, equity, or outcome; fails at follow up; does not effectively distribute leadership or empower others; lacks ability with technology and its application to decision making and efficiency.
Beginning	Occasionally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; often neglects critical thinking and problem-solving techniques designed to identify solutions; does not consistently evaluate decisions for effectiveness, equity, or outcome; sporadically provides follow up; distributes leadership and empowers others inconsistently; has very limited ability with technology and its application to decision making and efficiency.
Developing/Needs Improvement	Minimally prioritizes decisions affecting the quality of student learning and/or teacher proficiency; sometimes neglects critical thinking and problem-solving techniques designed to identify solutions; minimally evaluates decisions for effectiveness, equity, or outcome; provides nominal follow up; sometimes distributes leadership and empowers others; has only basic ability with technology and its application to decision making and efficiency.
Effective	Prioritizes decisions affecting the quality of student learning and/or teacher proficiency; applies critical thinking and problem-solving techniques designed to identify solutions; generally evaluates all decisions for effectiveness, equity, or outcome; provides regular follow up; distributes leadership and empowers others effectively; has an effective and working knowledge of technology and its application to decision making and efficiency.
Highly Effective	Consistently prioritizes decisions affecting the quality of student learning and/or teacher proficiency; always applies critical thinking and problem-solving techniques designed to identify solutions; evaluates all decisions for effectiveness, equity, or outcome; provides consistent follow up; distributes leadership and empowers others in a highly effective manner; has an extensive ability with technology and its application to decision making and efficiency.

Standard 7 Leadership Development	Effective school leaders cultivate, support, and develop other leaders within the organization.
a. identifies and cultivates potential and emerging leaders	
b. delegates and provides evidence of trust in subordinate leaders	
c. plans for succession in key positions	
d. promotes and delegates teacher leadership functions with a focus on instructional proficiency and student learning	
e. develops sustainable and supportive relationships among other school leaders, parents, and community	
Unsatisfactory	Fails to identify or cultivate emerging leaders; rarely delegates; does not plan for succession into key positions; neglects instructional proficiency and student learning when promoting teacher leaders; fails to cultivate supportive relationships among other school leaders, parents, and community.
Beginning	Occasionally identifies and cultivates emerging leaders; delegates minimally; planning for succession into key positions is occasional or inconsistent; instructional proficiency and student learning is sometimes considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are minimally cultivated.
Developing/Needs Improvement	Usually identifies and cultivates emerging leaders; sometimes delegates; typically plans for succession into key positions; instructional proficiency and student learning is usually considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are cultivated.
Effective	Regularly identifies and cultivates emerging leaders; often delegates and does so appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are effectively cultivated.
Highly Effective	Consistently identifies and cultivates emerging leaders; always delegates appropriately and effectively; makes long-term plans for succession into key positions; instructional proficiency and student learning is always considered when promoting teacher leaders; supportive relationships among other school leaders, parents, and community are consistently cultivated and are effective.

Standard 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.

b. establishes appropriate deadlines for him/herself and the entire organization.

c. manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.

d. is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Unsatisfactory	Inefficiently organizes time, tasks, and projects; objectives are not set or are unclear; deadlines are not established and/or are inappropriate; ineffectively organizes schedules, delegation, and resources; is not attuned to fiscal matters and fiscal impacts on instructional priorities.
Beginning	Minimally organizes time, tasks, and projects; objectives are not always clear; deadlines are sometimes established and/or are not always appropriate; organizes schedules, delegation, and resources inconsistently; is not consistently attuned to fiscal matters and fiscal impacts on instructional priorities.
Developing/Needs Improvement	Generally organizes time, tasks, and projects; objectives are usually clear; deadlines are established but may not always be appropriate; typically organizes schedules, delegation, and resources appropriately; is generally attuned to fiscal matters and fiscal impacts on instructional priorities.
Effective	Regularly organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.
Highly Effective	Consistently organizes time, tasks, and projects; objectives are mostly clear and appropriate to the tasks; deadlines are established and are generally appropriate; organizes schedules, delegation, and resources appropriately; is effectively attuned to fiscal matters and fiscal impacts on instructional priorities.

Standard 9 Communication	Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

a. actively listens to and learns from students, staff, parents, and community stakeholders.

b. recognizes individuals for effective performance.

c. communicates student expectations and performance information to students, parents, and community.

d. maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.

e. creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. utilizes appropriate technologies for communication and collaboration.

g. ensures that faculty receives timely information about student learning requirements, academic standards, and all other local state, and federal administrative requirements and decisions.

Unsatisfactory	Does not listen actively to students, staff, parents, or other stakeholders; fails to recognize individuals for effective performance; information on student expectations and performance is poorly communicated; does not maintain visibility; avoids engagement with students, staff, parents, and the community; does not effectively use technology to communicate and collaborate; does not provide timely information regarding learning requirements, academic standards, or other requirements or decisions.
Beginning	Occasionally listens to students, staff, parents, or other stakeholders; sometimes recognizes individuals for effective performance; information on student expectations and performance is minimally communicated; does not consistently maintain visibility; sometimes avoids engagement with students, staff, parents, and the community; uses very minimal technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions inconsistently.
Developing/Needs Improvement	Generally listens to students, staff, parents, or other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Effective	Regularly listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.
Highly Effective	Consistently listens to students, staff, parents, and other stakeholders; recognizes individuals for effective performance; information on student expectations and performance is usually communicated; maintains visibility; generally is engaged with students, staff, parents, and the community; uses basic technology to communicate and collaborate; provides information regarding learning requirements, academic standards, or other requirements or decisions.

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR: 10%

The effective professional school administrator demonstrates professional and ethical behavior in all school and community interactions.

Standard 10 Professional and Ethical Behavior	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 6B-1.001 and 6B-1006, F.A.C.	
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.	
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.	
d. engages in professional learning that improves professional practice in alignment with the needs of the school system.	
e. demonstrates a willingness to admit error and learn from it	
f. demonstrates explicit improvement in specific performance areas, based on previous evaluations and formative feedback.	
Unsatisfactory	Does not adhere to the Code of Ethics and Principles of Professional Conduct; loses sight of the school vision; does not react constructively to barriers to success; is not committed to success of all students; is not engaged in professional learning or methods to improve practice; does not admit error and/or fails to learn from mistakes; responds negatively to evaluation and/or does not demonstrate improvement based on former evaluation.
Beginning	Minimally adheres to the Code of Ethics and Principles of Professional Conduct; sometimes loses sight of the school vision; sometimes does not react constructively to barriers to success; is committed to success of some students; is minimally engaged in professional learning or methods to improve practice; sometimes admits error and/or learns from mistakes; is sometimes indifferent to evaluation and/or does not always demonstrate improvement based on former evaluation.
Developing/Needs Improvement	Generally adheres to the Code of Ethics and Principles of Professional Conduct; usually has the school vision in focus; generally reacts constructively to barriers to success; is committed to the success of students; engages in professional learning or methods to improve practice; usually admits error and learns from mistakes; responds appropriately to evaluation and usually demonstrates improvement based on former evaluation.
Effective	Adheres to the Code of Ethics and Principles of Professional Conduct; keeps the school vision in focus; reacts constructively to barriers to success; demonstrates a regular commitment to the success of all students; regularly engages in professional learning or methods to improve practice; admits error and learns from mistakes; responds appropriately to evaluation and demonstrates improvement based on former evaluation.
Highly Effective	Consistently adheres to the Code of Ethics and Principles of Professional Conduct; consistently establishes a school vision and keeps it in focus; always reacts constructively to barriers to success; demonstrates a sustained commitment to the success of all students; consistently engages in professional learning or methods to improve practice and shows results from this learning; admits error and always learns from mistakes; consistently responds appropriately to evaluation and always demonstrates improvement based on former evaluation.

Appendix C – Student Performance Measures

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

3. The Student Performance Measure for school administrators is based on school-wide VAM as calculated by the FLDOE. The SPM will include three years of student performance data when available. This will include the current year and the two years immediately preceding the current year. The score is based on the 4 point rubric below.

Highly Effective	4
Effective	3
Needs Improvement/Developing	2
Unsatisfactory	1

The SPM scores for the three years are averaged to obtain a final SPM score for the current year. If less than the three most recent years of data are available, those years for which the data is available will be used.

49

Appendix D – Summative Evaluation Forms

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

Pasco County Schools

7227 Land O'Lakes Boulevard, Land O' Lakes, Florida 34638 - 813/794-2000

Evaluation for: Employee ID#:

School Year: 2018-19	Final Summative Rating:	
Student Performance Measure:	Instructional Practice Score:	Final Summative Score:

Status Score

Domain 1 (20%):

Domain 2 (30%):

Domain 3 (40%):

Domain 4 (10%):

Overall Status Score:

Deliberate Practice Score

DP Score (20%):

Instructional Practice Score

Status Score + Domain 3 =

Student Performance Measure

2018-19 Year:

2017-18 Year:

2016-17 Year:

3 Year Average:

Final Summative Score

(IPS x 65%) + (SPM x 35%) =

Unsatisfactory	Developing / Needs Improvement	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	>= 3.5

Page 1 of 1

50

Effective Date: March 2018   **SBR 6A-5.030**   **FORM AEST-2018**