DRAFT

Leadership Appraisal Matrix

2015-16

School Based Administrator Evaluation Rubric

Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Highly effective leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.	Effective leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.	**Needs Improvement** leaders are principals and assistant principals designated as demonstrating potential but lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time. **Developing is the designation reserved solely for candidates in the Leadership Development Program who have garnered an "assistant principal intern" placement at a school.** Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations of assistant principal interns vs. bona fide assistant principals or principals. For the assistant principal interns, levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration may be modified as deemed appropriate by the evaluator.	Unsatisfactory describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

Domain 1: Student Achievement

Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 1: Student Learning Results

Effective school leaders achieve results on the school's student learning goals.

Indicator 1.1.a The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●District curriculum and instructional initiatives are implemented in all classrooms and classrooms are referenced as "exemplars" throughout district. ●The leader routinely participates in articulation with other schools to ensure learning goals are aligned K-12.	●District curriculum and instructional initiatives are implemented in most classrooms. ●School Improvement Plan strategies align with district and state continuous improvement goals. ●The link between standards and student performance is evident from the posting of proficient student work throughout the building. ●Each academic standard has been translated into student-accessible language.	●District curriculum and instructional initiatives are implemented for "Basic Compliance."	●District curriculum and instructional initiatives are not implemented.

Domain 1: Student Achievement

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Standard 1: Student Learning Results

Effective school leaders achieve results on the school's student learning goals.

Indicator 1.1.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has a consistent record of improved student achievement on multiple indicators of student success. ●Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students. ●In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. ●Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	●The leader hits the numbers, meeting performance goals for student achievement. ●The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	●There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	●Indifferent to the data, this leader blames students, families, and external characteristics. ●This leader does not believe that student achievement can improve. ●This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

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Standard 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.

Indicator 1.2.a Enables faculty and staff to work as a system focused on student learning	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has a system in place for professional learning communities that include expectations, schedules, and consistent monitoring. ●The leader goes beyond district initiatives to improve student performance such as writing curriculum, creating additional formative assessments, and sharing best practices.	●The leader expects faculty to work collaboratively and provides time and resources for professional learning communities. ●The leader requires faculty to consistently and effectively implement school and district initiatives from class to class.	●The leader allows time to collaborate but does not monitor quality of professional learning community activities. ●The leader implements district initiatives but accepts compliance level performance.	●The leader does not allow teachers time to collaborate. ●The leader does not require district initiatives.

Domain 1: Student Achievement

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Standard 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.

Indicator 1.2.b Maintains a school climate that supports student engagement in learning.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. ●Collaborative learning strategies are used in all classrooms as a routine part of instruction ●Students regularly use technology to work with peers ●All teachers use technology effectively for lesson delivery and facilitate students' appropriate use of instructional technology.	●Classroom disruptions are kept to a minimum ●Master scheduling maximizes student learning opportunities ●Instruction is bell to bell ●Classrooms are set-up to enhance student learning and engagement ●Collaborative learning strategies are used in most classrooms ●A majority of faculty attempt to use technology for lesson delivery, and regularly involve students in the appropriate use of instructional technology.	●Teachers participate in hands-on instruction with follow-up activities ●Collaborative learning strategies are used in some classrooms ●Classrooms are not consistently set-up to enhance student learning and engagement ●Technology is used for internal tasks and communication. ● Individual use by students for research and internet resources is available in a centralized area. ●Some faculty attempt to use technology for lesson delivery and occasionally involve students in the appropriate use of instructional technology.	●Collaborative learning strategies are used for basic compliance or are not used at all ●Classrooms are not set-up to enhance student learning and engagement ●Technology is used primarily for administrative tasks. Student access is limited. ●The majority of faculty members demonstrate limited or no use of technology for lesson delivery.

Domain 1: Student Achievement
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Standard 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.

Indicator 1.2.c Generates high expectations for learning growth by all students.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥With others throughout the district, the leader shares strategies that help put into action a belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.	♥The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. ●The leader's priorities are evident through expenditures, scheduling, professional development and goals. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for students and research-based instructional strategies in classrooms.	♥The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. ●The leader inconsistently utilizes resources without a focused approach. ♥The leader's monitoring process is inconsistent.	♥The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate. ●The leader's priorities are not evident. ♥A process for monitoring is not present.

Domain 1: Student Achievement
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Standard 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.

Indicator 1.2.d Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. ♥Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	♥Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.	♥Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. ♥Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.	♥The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. ♥Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

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.

Indicator 2.3.a Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. ● Research-based strategies are shared frequently with faculty, other leaders and throughout the district. ●The leader is receptive to innovative teaching strategies and willing to facilitate new approaches to instruction.	●The leader monitors the alignment of plans and classroom activities to research-based strategies and the FEAPs. ♥The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies ♥The leader Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	●The leader is able to identify some research-based strategies. ♥Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	♥Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. ♥Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

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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.

Indicator 2.3.b Engages in data analysis for instructional planning and improvement.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Use of data is reflected in all decisions, ranging from course and classroom assignments, to the discontinuation of programs, and matching highly qualified teachers to student needs. ●Inferences from data are shared widely outside the school community in order to scrutinize the analysis and replicate the success of this school leader. ●The leader serves as a resource to other leaders as well as district staff in the disaggregation of data, providing advice regarding the types and effective utilization of reports. ●The leader uses multiple data sources, including state and district assessments, and has at least three years of data.	●The leader uses multiple data sources, including state and district assessments, and has at least two years of data. ●The leader can specifically document examples of decisions in teaching assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.	●The leader participates in data-driven decision- making seminars but demonstrates limited evidence of changes based on data. ●Some decisions are based on data, but others are the result of personal preference and tradition.	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader is indifferent to data and makes no changes in schedule, instruction, curriculum, or leadership compared to the previous year. ●The data screams, "Change!" The leader's actions say, "Everything is just fine."

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

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.

Indicator 2.3.c Communicates the relationships among academic standards, effective instruction, and student performance.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement with other school leaders. ●The leader empowers teaching and administrative staff to draw inferences from data.	●The leader disaggregates data and conferences with teachers to assist in identifying patterns in student achievement and strategy implementation. ●The leader has trained faculty and staff to examine student and staff performance by grade, department, and student subgroups. ● Data insights are regularly the subject of faculty meetings. ●The leader ensures that professional learning communities are focused on student achievement, including reviews of individual student work compared to standards.	●The leader is able to review data to identify patterns in student achievement. ●The leader is aware of classroom, school, state, and district results, and has discussed those results with staff. ♥The leader inconsistently shares knowledge with staff to increase student achievement.	●The leader relies on district staff for data. ●The leader does not share knowledge with staff to increase student achievement.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

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.

Indicator 2.3.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader requires the deconstruction of state academic standards to ensure activities, assignments and assessments are aligned to the correct depth of knowledge. ●District curriculum and instructional initiatives are implemented in all classrooms and classrooms are referenced as "exemplars" throughout district.	● The leader requires the deconstruction of state academic standards for the creation of lesson plans and instruction. ●The leader monitors lesson plans and classroom instruction to ensure state academic standards are being implemented. ●Each state academic standard has been translated into student-accessible language. ●The link between standards and student performance is evident from the posting of proficient student work throughout the building. ●District curriculum and instructional initiatives are implemented in most classrooms.	● The leader doesn't consistently monitor lesson plans and classroom instruction to ensure state academic standards are implemented. ●The leader ensures that standards are posted, and required training has been conducted. ●District curriculum and instructional initiatives are implemented for "basic compliance."	● The leader doesn't monitor lesson plans and classroom instruction to ensure state academic standards are implemented. ●Classroom curriculum is a matter of individual discretion and doesn't follow district curriculum maps. ●District curriculum and instructional initiatives are not implemented.

Domain 2: Instructional Leadership
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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.

Indicator 2.3.e Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥ Formative assessments are part of the school culture, and interim assessment data is routinely used to review and adapt plans and priorities that result in increased student achievement. ●This leader coaches other leaders on effective use of formative and interim assessment results.	●The leader uses formative and interim assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. ●These specific and observable changes result in increased achievement for students.	●There is inconsistency in how formative and interim assessment data are used to change schedules, instruction, curriculum, or leadership.	●The leader does not use formative and interim assessment data to change schedules, instruction, curriculum, or leadership

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4 Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives. ●The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.	●Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. ●The leader offers professional learning opportunities that are aligned to the strategic objectives and the school improvement plan. ●The decisions of the leader are aligned to the vision, mission, and strategic priorities of the organization and are based on current data.	●The leader has established student achievement goals that are specific and measurable, but these efforts have yet to result in improved student achievement. ●While the vision, mission, and priorities may be visible; they are not consistently linked to the leader's decisions and are not based on current data.	●The goals are neither measurable nor specific. ●The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system. ●The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. ●There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.b Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.	●Observations and evaluations are used for rating purposes but also for coaching and professional development opportunities. ●The leader provides formal feedback consistent with district evaluation instruments, and provides informal feedback to reinforce good performance, highlight strengths, and address needs of faculty and staff. ●District evaluation procedures are followed and timelines are met. ♥The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.	♥The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. ●The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance. ●District evaluation procedures are not followed or timelines are not met.	♥Monitoring does not comply with the minimum requirements of the district teacher evaluation systems. ●The leader's formal feedback is not specific. ♥Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. ●District evaluation procedures are not followed and timelines are not met.

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Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.c Employs a faculty with the instructional proficiencies needed for the school population served.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where to find, hire, and retain the most effective teachers.	♥The leader works collaboratively with the staff in the human resources office to define, recruit, and retain effective or highly effective teachers based upon the school population served. ●Employs faculty with certifications and instructional capabilities to meet needs of the school's unique student body.	♥The leader relies on the district office to post notices of vacancies and identify potential applicants	♥The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Leader ensures all teachers complete a school-based professional development needs assessment for instructional planning and improvement. ●Leader creates a culture of continuous improvement, where teachers feel comfortable discussing strengths and weaknesses to identify professional learning needs.	●Leader ensures all teachers complete the district professional development needs assessment. ●Leader reviews formative and summative evaluation results to identify professional learning needs. ●Leader disaggregates student achievement data to identify professional learning needs.	●Some teachers complete the district professional development needs assessment. ●Leader identifies professional learning needs based on teacher choice rather than data.	●Teachers do not complete the district professional development needs assessment. ●Leader is not aware of or is indifferent to the professional learning needs of the teachers.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.e Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in all classes.	♥The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty. ●Classroom practices and lesson plans consistently reflect appropriate adjustments based on cultural, racial, and ethnic backgrounds of students. ●The leader strategically uses educational software to meet the needs of diverse learners based on data.	♥The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs, and such individualization is evident in some but not most classes. ●Classroom practices and lessons plans do not consistently reflect differentiation.	♥Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.f Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has demonstrated a record of tailor-made professional development opportunities linked to the needs of each certified staff member. ●Multiple examples exist that verify a standards-based professional learning community. ●Skillful problem solving ensures staff has adequate time and support for professional development. ●All teachers participate in a professional learning community. ●Teachers participate in Lesson Studies as a means to improve instruction and student performance.	●The leader has collaborated to create Professional Improvement Plans for faculty members, and professional development activities reflect the prioritized needs of these plans. ●Teachers participate in workshops and conferences outside of the school or district and share acquired information with staff. ●The leader has an effective professional development plan that includes regular faculty meetings devoted to professional development, professional learning communities to support collaboration, coaching and modeling, as well as individual teacher mentoring.	●The leader is aware of the differentiated needs of faculty, and there are a few instances of differentiated professional development. ●The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues. ●Some professional learning communities are evident but there seems to be no plan in place for monitoring.	●The leader provides professional development that is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs. ●Collaborative practices are nonexistent.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader provides clear, convincing, and consistent evidence of ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. ♥Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. ●The buildings, public areas, and classrooms reflect the leader's commitment to a personal sense of pride and the leader's sense of dignity, order, and safety.	♥The leader provides clear evidence of creating and maintaining a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. ♥Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. ●There is a sense of pride, dignity, order, and safety that permeates the building.	♥The leader provides limited evidence of creating a safe school either in planning or actions. ♥Collects data on curricular and extra-curricular student involvement. ●The rest of the building does not reflect a commitment to organization, discipline, and safety.	♥The leader provides little to no evidence of making plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. ♥Does not collect data on curricular and extra-curricular student involvement. ●Safety procedures are not followed. ●Physical facilities lack order, decorum, and safety.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.b	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	●The leader embraces the diversity of the school ●The leader encourages schoolwide and community activities and events that celebrate diversity and enhance school culture. ●Celebrations of student success are schoolwide and include all stakeholders.	●The leader utilizes committees that represent the same diversity as the school, to develop policies and procedures that meet the needs of all students. ●The leader encourages teachers to celebrate diversity through activities and events within their classrooms. ♥Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.	♥Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. ●The leader notifies teachers of activities and events relating to diversity.	♥No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and processes that actually enable success. ●The leader does not notify teachers of activities and events relating to diversity.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.c	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Promotes school and classroom practices that validate and value similarities and differences among students.	♥The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in all classes.	●The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in most classes. ♥Classroom practices consistently reflect appropriate adjustments based on cultural, racial, and ethnic backgrounds of students.	♥The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs, and such individualization is evident in some but not most classes.	♥Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.d Provides recurring monitoring and feedback on the quality of the learning environment.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. ●The leader's feedback is explicitly linked to organizational goals, and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance. ●The leader coaches other leaders on successful observation strategies.	●A system has been developed to provide regular observation of classrooms. ●The leader engages in coaching to improve teaching and learning. ●The leader consistently provides constructive feedback as a means of improving instruction.	●The observation of classrooms seems to be random and inconsistent. ●The leader completes the observation process but seldom provides insights into strategies and practices that add value to teacher practices.	●No system has been developed to provide regular observation of classrooms. ●Informal feedback is rare and more likely to be associated with negative than positive behavior. ●The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task ●Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.e Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The PBS process is implemented schoolwide and serves as a model for other schools. ♥Where targeted supplemental supports are not successful, intensive individual supports are employed based on needs. ●Through all grades and subjects MTSS is providing core universal supports which include research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction. ●The leader coaches other leaders on components of an effective MTSS process.	●The PBS process includes celebrations of student success focused on recognition of the methods and effort expended so students understand what behaviors led to their success. ♥ MTSS is operational across the grades and subjects. ●A system has been developed to monitor the fidelity and increase the success of the MTSS process.	♥Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. ♥ MTSS is operational in some classes. ●A system has been developed to monitor the fidelity of the MTSS process, but is not routinely followed.	♥No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. ♥ MTSS is not operational. ●No system has been developed to monitor the fidelity of the MTSS process, but is not routinely followed.

Domain 2: Instructional Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.f	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
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.	♥The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. ●All teachers utilize instructional strategies designed to minimize and/or eliminate achievement gaps.	●The leader has identified and monitors the use of instructional strategies to minimize and/or eliminate achievement gaps.	♥Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. ●Some strategies to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.	♥Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps. ♥The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 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.

Indicator 3.6.a Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The decisions of the leader are consistent and aligned with the vision, mission, and strategic priorities of the organization. ●The leader's professional development process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.	●Decision making is consistently based on the data reflecting the quality of student learning and teacher proficiency (data sources include state, district, school and classroom levels). ●The district teacher evaluation system is being implemented with fidelity with the focus on improving faculty proficiency and student achievement. ●The leader makes professional development a priority by aligning it to school needs, requiring attendance, implementing with fidelity and monitoring for effectiveness.	●While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions. ♥The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. ●The leader makes professional development a priority but does not monitor for implementation and effectiveness.	●The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. ●There is no plan for improving faculty proficiency and student achievement. ●Professional development is not a priority.

Domain 3: Organizational Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 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.

| Indicator 3.6.b

Uses critical thinking and problem solving techniques to define problems and identify solutions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader serves as a resource to other leaders. ●The leader uses multiple sources of information including data and research based practices and actively seeks model practices from outside the school or district.	●Use of multiple data sources is reflected in all decision making. ●The leader can specifically document examples of changes that resulted in positive outcomes.	●Some decisions are based on data but others are the result of personal preference and tradition. ●The leader can document some examples of changes with inconsistent results.	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader does not recognize problems or identify solutions.

Domain 3: Organizational Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making
Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.c Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader's decisions result in positive outcomes. ●The leader uses multiple sources of information to inform and evaluate school planning and decision making.	●The records of decision making reflect a clear reliance on state and district student achievement data and other important classroom and school data. ●Decision making is consistently based on the Continuous Improvement Management System (CIMS).	●Some decisions are based on data, but others are the result of personal preference and tradition. ●Some decisions are based on the Continuous Improvement Management System (CIMS).	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader's decision making does not support the Continuous Improvement Management System (CIMS).

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.d Empowers others and distributes leadership when appropriate.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has created a culture in which the vast majority of decisions are made collaboratively with stakeholders.	●The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions. ●The leader is able to "read" the situation and respond accordingly. ●Staff surveys reflect feeling of empowerment and personal responsibility for organizational success.	●The leader uses consensus or unilateral decision making, but does not choose the most effective model for the situation. ●Staff surveys lack consensus as to teachers' feeling of empowerment and shared leadership.	●The leader lurches from autocracy to democracy with no clear method or the leader only has only one decision making model and does not change decision making structures according to the situation. ●Staff surveys reflect that teachers do not feel that they influence school decisions.

Domain 3: Organizational Leadership
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making
Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.e	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Uses effective technology integration to enhance decision making and efficiency throughout the school.	●Utilizes a system of open communication that provides for the timely, responsible sharing of information with the community at large.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The leader can manipulate the district's various data systems for decision making and efficiency. ●The leader maintains and monitors school and district calendars.	●Inconsistently uses a system of communication that is neither timely nor varied and may or may not reach all members of the school community. ●The leader doesn't consistently use the district's various data systems for decision making and efficiency. ●The leader doesn't reliably maintain and/or monitor school and district calendars.	●Does not utilize a system of communication. ●The leader does not know to use the district's various data systems. ●The leader does not maintain or monitor school and district calendars.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development

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

Indicator 3.7.a	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Identifies and cultivates potential and emerging leaders.	●The leader is noted for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. ●The leader has a history of producing successful leaders.	●The leader routinely identifies and recruits new leaders. ●The leader identifies and recruits potential leaders and provides them ample opportunity for release time, appropriate training, and on-the-job experiences.	●The leader may identify and recruit new leaders, but does not support their development.	●No evidence exists of developing leadership in others. ●The leader appears to be indifferent to the need for leadership in the system.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.b	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Provides evidence of delegation and trust in subordinate leaders.	● The leader empowers people throughout the organization in formal and informal ways. ●Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non-certified staff, exercise appropriate authority and assume leadership roles where appropriate. ●The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	●There is a clear pattern of the leader's delegated decisions, with authority to match responsibility at every level in the organization. ●The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organization business.	●The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	●The leader reserves almost all decision-making authority, even on immaterial matters. ●The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct**.**

Standard 7: Leadership Development
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.c Plans for succession management in key positions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has multiple professional leaders who are ready to assume leadership responsibilities, and the leader has already established a track record placing former mentees in positions of leadership. ●The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership. ●Multiple leaders throughout the system cite this leader as a mentor and reason for their success.	●The leader has personally trained at least one professional who is capable of replacing the leader today, addressing skills, knowledge, dispositions and actions of leadership.	●The leader provides some training to professionals who may, in time, be capable of independently assuming a leadership role.	●The leader has not provided the opportunities or coaching necessary to equip current professionals with the skills necessary to assume additional responsibilities, and there does not appear to be a coherent and consistent leadership-training program in place.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.d	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Promotes teacher-leadership functions focused on instructional proficiency and student learning.	●The leader encourages subordinates to participate in leadership development opportunities throughout the district and beyond. ●The leader provides coaching and mentoring to potential leaders outside of their school.	●The leader encourages subordinates to participate in leadership development to demonstrate leadership proficiencies and develops opportunities at the school through release time. ●The leader also provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences.	●The leader seldom encourages subordinates to participate in leadership development. ●The leader seldom provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences.	●The leader does not encourage subordinates to participate in leadership development. ●The leader does not provide coaching and mentoring to these potential leaders.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.e Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. ♥The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	●The leader systematically networks with all key stakeholders in order to cultivate, support, and develop potential and emerging leaders. ●The leader has effective collegial relationships with most faculty and subordinates. ●Utilizes a system of open communication that promotes relationships and a sense of community.	●The leader is inconsistent in planning and taking action to network with stakeholder groups to support leadership development. ♥Relationship skills are employed inconsistently.	♥The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.8.a Organizes time, tasks and projects effectively with clear objectives and coherent plans.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. ●The leader uses complex project management to build systems thinking throughout the organization. ●Project plans are visible so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. ●Successful project results are published.	●The leader's projects are managed using clear and written lists of milestones, deadlines, and persons responsible. ●Project management documents are revised and updated as milestones are achieved or deadlines are changed. ●The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. ●Successful projects and results are evident.	●The leader's projects are managed using lists of milestones and deadlines, but are infrequently updated or monitored.	●The leader's project management is haphazard or nonexistent. ●There is little or no evidence of lists of milestones and deadlines.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.8.b Establishes appropriate deadlines for him/herself and the entire organization.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader provides documentation of multi-tasking and priority management. ●Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaboration with people at all levels. ●The calendar is focused on the priorities of the leader and the organization.	●The leader identifies and organizes resources to achieve curricular and instructional goals and manages a daily to do list to accomplish all opportune and required tasks. ●The priorities of the organization and the multi-task priorities are closely matched.	●The leader's calendar and task list can be available with warning. Workspace is tolerable, but somewhat unorganized.	●Deadlines and priorities are not met. ●The leader's personal workspace is disorganized. ●Multi-tasking, if it exists, is more about putting out fires than about implementing organizational priorities.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.8.c Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader not only removes diversions and obstacles confronting the school, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.	●The leader regularly removes tasks or delegates tasks so that an examination of projects implemented, goals achieved, and achievement gains reflect the priorities of the organization.	●The leader is aware of organizational priorities, but the daily emergencies frequently intrude into a focus on the priorities with little evidence of effective multi-tasking to prevent or minimize such intrusions.	●The leader is unaware of or indifferent to organizational priorities.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

| Indicator 3.8.d

Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●This leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. ● Results indicate the positive impact of redeployed resources in achieving strategic priorities. ●The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resources.	●The leader is knowledgeable about the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. ●The leader has a documented history of managing complex projects, schedules, deadlines, and budget commitments. ●The leader documents a process to direct funds to increase student achievement that is based on best practices.	●The leader sometimes meets project deadlines, but only at the expense of breaking the budget; or meets budget, but fails to meet deadlines. ●The leader has little experience with or knowledge of the rules of finance. ●The leader manages the budget but does not tie expenditures to instructional priorities.	●The leader has little or no record of keeping, commitment for schedules, and/or adherence to budgets. ●The leader has no knowledge of or refuses to follow the rules of finance.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.a Actively listens to and learns from students, staff, parents, and community stakeholders.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader models open communication. ●The leader goes to exceptional lengths to listen to students. ●The leader actively engages in "active listening" to the faculty and staff. ●All stakeholders report confidence in their ability to gain a respectful hearing from the leader.	●Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes sharing of information. ●The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. ●Faculty members regularly have the opportunity for one-to-one meetings with the leader.	●The leader appears to listen to others, but often relies on interpretation of events rather than seeking out alternative perspectives and interpretation.	●The leader hears what other say, but relies on personal interpretation. ●The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.b Recognizes individuals for effective performance.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader balances individual recognition with team and district-wide recognition. ●The leader publicly congratulates peers from other schools for their achievements. ●The leader applies creative forms of recognition.	●The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes. ●The leader applies expected forms of recognition such as nominations for Teacher of the Year and Essential Support Personnel of the Year.	●Inconsistently recognizes individuals for accomplishments.	●Does not recognize individuals for accomplishments.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.c Communicates student expectations and performance information to students, parents, and community.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased. ●The leader hosts a variety of parent involvement activities designed to communicate student expectations and performance information.	●Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding student performance ♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ♥Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.	♥Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student performance. ♥Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.	♥Expectations and goals regarding student performance are not provided or are not communicated in a timely, comprehensible and actionable form. ♥The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader utilizes the political nature of the leadership position to identify the various players in the environment and to prioritize the source and accuracy of information that is transmitted at the school. ●The leader works closely with community members to establish programs/partnerships in the school for the benefit of the students.	●The leader understands the effect of personal behavior and the impact of decisions on other individuals, the culture, and the climate of the school, and implements procedures and strategies to represent the school and district in the best possible light. ●The leader is particularly visible at the beginning and end of the school day and during all other times when students are present. ●The leader seeks community members/resources to assist the school in reaching goals.	●The leader understands the effect of one's behavior as a leader and the impact of decisions on other individuals, culture, and climate of the school but has yet to establish procedures or implement strategies to ensure that decisions routinely represent the school and district in the best possible light. ●The leader is visible, often greets students by name, and talks with students frequently. ● The leader attends community events.	●The leader avoids public dialogue or appoints others to be the spokesperson. ●The leader does not know students, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. ●Many students do not know the leader's name or recognize the leader on sight. ●The leader does not reach out to the community.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), and explicitly plans analysis and reflection of data, and establishes structures that facilitate responsive action based on feedback and analysis. ●The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. ● Communication strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.	●Faculty meetings include open, two-way discussions. ●The leader has established an explicit process for engaging the public in both celebrations and discussion of controversial issues. ●The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.	●The leader typically limits listening to questions during faculty meetings.	●Faculty meetings consist of the reading of announcements with little or no interaction.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.f Utilizes appropriate technologies for communication and collaboration.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The school has a current parent/student friendly website with links to external resources. ●The leader and teachers use technological tools for personal scheduling/task management. ●Teachers participate in online learning communities to share effective instructional strategies with other educators.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The school web page is up to date with current school information. ●The leader uses technological tools for personal scheduling/task management.	●The web page has been updated within the past 60 days, with current school year information posted. ●The leader seldom uses technological tools beyond e-mail.	●The web page is static, out of date, or non-existent. ●The leader does not use technological tools.

Domain 3: Organizational Leadership
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

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.

Indicator 3.9.g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Utilizes a system of open communication that is all-encompassing and a model for others.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The leader effectively communicates information from the district to the faculty.	●Utilizes a single system of communication that provides some information for the school such as web page or paper notices.	●Does not utilize a system of communication.

Domain 4: Professional and Ethical Behavior
This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.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-1.006, F.A.C.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. ♥The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	♥The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. ♥The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	♥The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct. ♥The leader has only a general recollection of issues addressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct, and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	♥The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

Domain 4: Professional and Ethical Behavior
This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and organization learned for the future. ♥The leader encourages constructive dissent in which multiple voices are heard and final decision improved and more broadly supported.	♥The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. ♥The leader bounces back quickly from adversity while remaining focused on the vision of the organization.	●There is some evidence that the leader tolerates dissent, but very little of it in public. ♥The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.	♥Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.

Domain 4: Professional and Ethical Behavior
This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.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.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has created a culture of support in which all stakeholders are committed to the success and well-being of students and willing to contribute time and resources toward the development of the whole child.	●The leader's primary professional concern is for the student well-being and for the development of the student's full potential. Therefore, the leader works to acquire the resources needed to overcome barriers which are beyond the control of the school, family, and community.	♥There are segments of the school community whose developmental needs are not addressed, and leadership efforts to understand and address those needs are not evident. ♥The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	♥The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.

Domain 4: Professional and Ethical Behavior
This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is frequently and regularly an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. ●This leader approaches every professional development opportunity with a view toward multidimensional impact. ●Rather than merely adopting the strategies of external professional development, this leader creates specific adaptations so that learning strategies become part of the culture of the organization and are "home-grown" rather than externally generated. ●The leader routinely shares	●The leader engages in professional development that is directly linked to organizational needs. ●The priority is given to building on personal leadership strengths. ●The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. ●The leader personally participates in professional development to demonstrate a commitment to life-long learning.	●The leader actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. ●The leader attends professional development but does not incorporate strategies at the school level to impact change.	●The leader generally has a fixed mindset and stopped acquiring new information after completing graduate school and displays little or no evidence of new learning or sharing that learning with colleagues. ●This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that "This really is not worth my time." ●When the leader does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic relationship to organizational needs.

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	professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.			

Domain 4: Professional and Ethical Behavior
This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.e Demonstrates willingness to admit error and learn from it.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	♥The leader admits failures quickly, honestly, and openly with the direct supervisor and immediate colleagues. ♥Non-defensive attitude exists in accepting feedback and discussing errors and failures. ♥There is evidence of learning from past errors with defined structures and processes in place for eliciting input. ♥The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	●There is some evidence of learning from mistakes. ♥The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.	♥The leader is unwilling to acknowledge errors. ♥When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The influence of previous evaluations has a positive impact on the leader and on the entire organization.	♥Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	♥The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	♥No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.