

# School District of Pinellas County

## School Administrator Evaluation System



### Purpose

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

### Instructions

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

Before submitting, ensure the document is titled and paginated.

### Submission

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

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

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### Part I: Evaluation System Overview

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

Our updated school administrator evaluation system reflects recent revisions in Rule 6A-5.030, Florida Administrative Code (F.A.C.), District Instructional Personnel and School Administrator Evaluation Systems, slated for implementation in the 2024-25 school year. In accordance with section 1012.34, Florida Statutes (F.S.), our system adheres to the leadership standards adopted by the State Board of Education, specifically aligning with the new Florida Educational Leadership Standards (FELS) effective from November 2022.

The beginning of these standards traces back to the Florida Principal Leadership Standards (FPLS), established in 2005 and subsequently revised in 2011. In response to contemporary research and stakeholder feedback, a committee crafted the Florida Educational Leadership Standards. Adopted by the State Board of Education in October 2022, these standards, encompassing eight categories, delineate the expectations for effective school administrators.

The purpose of these evidence-based standards is to set forth Florida's expectations for effective school administrators. Serving as the foundation for school leadership preparation programs, educator certification requirements, professional learning initiatives for school administrators, and the school administrator evaluation systems outlined in this rule, the standards are designed to ensure a comprehensive and aligned approach to school leadership.

Comprising eight standards, each with a title, description, and role-based descriptors, the standards provide a detailed framework for demonstrating mastery in various aspects of school administration. This structure not only clarifies the expectations but also serves as a guiding tool for school leaders striving to enhance their professional practice.

In conjunction with these state-mandated standards, Pinellas County Schools will utilize the Marzano Focused School Leader Evaluation Model. Originally established in 2013 and refined in 2018, this model places explicit emphasis on the connections between instructional and operational leadership, offering a roadmap for leaders' self-assessment, professional practice, and growth. The updated Principal and Assistant Principal evaluation tools ensure alignment with the new Florida Educational Leadership Standards (FELS).

The Marzano Focused School Leader Evaluation Model, comprised of six domains and 21 elements, has been updated to make the connections between instructional and operational leadership explicit and to balance these interconnected responsibilities. Leaders are encouraged to self-assess to guide their professional growth, with evaluation serving as a measure of progress toward specific elements or standards within the framework. By maximizing accuracy and effectiveness, the model ensures a data-driven focus on school improvement, viable curriculum instruction, continuous development of teachers and staff, a community of care and collaboration, adherence to core values, and effective resource management. In essence, our comprehensive evaluation system embodies the commitment to excellence and continuous improvement within Pinellas County Schools.

## **Part II: Evaluation System Requirements**

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

### **System Framework**

- ☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

### **Training**

- ☒ The district provides training programs and has processes that ensure:
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### **Data Inclusion and Reporting**

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

### **Evaluation Procedures**

- ☒ The district's system ensures all school administrators are evaluated at least once a year.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school and district improvement plans.
- ☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

### Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any school administrators who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

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

## Part III: Evaluation Procedures

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

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

| Personnel Group      | When Personnel are Informed | Method(s) of Informing   |
|----------------------|-----------------------------|--|
| Assistant Principals | Summer 2024                 | <ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> <li>• Mentor Support</li> </ul> |
| Principals           | Summer 2024                 | <ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> <li>• Mentor Support</li> </ul> |

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

| Personnel Group      | When Evidence is Collected         | Method(s) of Collection  |
|----------------------|------------------------------------|--|
| Assistant Principals | Ongoing throughout the school year | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul> |
| Principals           | Ongoing throughout the school year | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul> |

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

| Personnel Group      | Number of Evaluations | When Evaluations Occur | When Evaluation Results are Communicated to Personnel |
|----------------------|-----------------------|------------------------|---|
| Assistant Principals | 1                     | Spring 2025            | Spring 2025   |
| Principals           | 1                     | Spring 2025            | Spring 2025   |

## Part IV: Evaluation Criteria

### A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Pinellas County, instructional leadership accounts for 56.7% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

#### **Calculating the Principal Practice Score**

The Principal Practice Score represents 56.7% of the final score for School Leaders. The Principal Practice calculation is completed using Competency-Based Scoring, which increases competency by requiring the scoring of all of the elements.

#### **School Leader Principal Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.1)
4. Add all of the weighted Domain scores to receive a Principal Practice Score.
5. The Principal Practice score is applied to the scale. (Table 2)



**Weights of Each Area of Expertise**

| <b>Table 1.1: School Leader Framework</b>                     |     |
|---|-----|
| A Data-Driven Focus on School Improvement                     | 20% |
| Instruction of a Viable and Guaranteed Curriculum Instruction | 20% |
| Continuous Development of Teachers and Staff                  | 15% |
| Community of Care and Collaboration                           | 15% |
| Core Values   | 15% |
| Resource Management   | 15% |

| <b>Table 2: Proficiency Scale</b> |           |
|-----------------------------------|-----------|
| Highly Effective                  | 3.45-4.0  |
| Effective                         | 2.45-3.44 |
| Developing/Needs Improvement:     | 1.45-2.44 |
| Unsatisfactory                    | 1.0-1.44  |

## **B. Other Indicators of Performance**

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pinellas County, other indicators of performance account for 10% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.

Deliberate Practice is intentional work by a School Leader on specific improvements in mastery of educational practice. Utilizing data collected in the climate survey, school and district goals, and collaboration with the evaluator, the School Leader identifies 1-2 specific elements of the Focused School Leader Marzano Framework. The School Leader identifies action steps to make discernible progress, monitors progress, and uses the monitoring data to make adjustments to practice. The School Leader provides evidence of growth in the targeted element(s). The evaluator monitors progress and provides feedback.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Select Target Element
- Identify Action Steps
- Submit Plan for Evaluator Approval

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

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Deliberate Practice Plans will be discussed at the beginning, middle and end of each school year. School Leaders may document amendments and comments in the reflection log and/or comment section. Both the School Leader and Evaluator may contribute input and notes to the DPP. The rating will be based on the score of the target element based on the formal observation. Below is how the School Leaders are rated on their Deliberate Practice.

### Scoring of the Deliberate Practice

| Deliberate Practice Points | Target Element Rating        |
|----------------------------|------------------------------|
| 4                          | Innovating level             |
| 3                          | Applying level               |
| 2                          | Developing level             |
| 1                          | Beginning or Not Using level |

## C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Pinellas County, performance of students accounts for 33.3% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one third of the school leader's final score. The student growth measure is the school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

| Score Received from FLDOE | Score used in PCS |
|---------------------------|-------------------|
| 4                         | 4                 |
| 3                         | 3                 |
| 2                         | 2                 |
| 1                         | 1                 |

### D. Summative Rating Calculation

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

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

The final summative calculation for School Leaders:

- The Principal/Leadership Practice Score weighted at 56.7%
- Student Performance Data weighted at 33.3%
- Deliberate Practice Score weighted at 10%.

A 4.0 scale is implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories: Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory.

Each category will be defined as follows:

- Highly Effective: 3.45-4.0
- Effective: 2.45-3.44
- Developing/Needs Improvement: 1.45-2.44
- Unsatisfactory: 1.0-1.44

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

# School Administrator Evaluation System

## Leader Scenario 1 - Highly Effective Elementary Principal

| Final Score: 3.57 - Highly Effective                 |  |  |
|--|--|--|
| Principal Practice Score<br>3.52<br>Highly Effective | Student Growth Score<br>3.50<br>Highly Effective | Deliberate Practice Score<br>4.0<br>Highly Effective |

| Principal Practice Score: 3.52 Highly Effective |         |        |               |                  |
|---|---------|--------|---------------|------------------|
| Domain  | Element | Formal | Domain Score  | Weighted Score   |
| 1   | 1       | 3      | 3.33          | 0.67             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
| 2   | 1       | 3      | 3.40          | 0.68             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
|   | 4       | 4      |               |                  |
|   | 5       | 3      |               |                  |
| 3   | 1       | 4      | 4.00          | 0.60             |
|   | 2       | 4      |               |                  |
|   | 3       | 4      |               |                  |
| 4   | 1       | 3      | 3.50          | 0.53             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
|   | 4       | 4      |               |                  |
| 5   | 1       | 3      | 3.33          | 0.50             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
| 6   | 1       | 4      | 3.67          | 0.55             |
|   | 2       | 4      |               |                  |
|   | 3       | 3      |               |                  |
|   |         |        | IP Score      | 3.52             |
|   |         |        | IP Score Text | Highly Effective |

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation utilizing Value-Added school data.  
See section C. Performance of Students

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Scenario 2 - Unsatisfactory Elementary Principal

| Final Score: 1.08 Unsatisfactory                   |  |  |
|--|--|--|
| Principal Practice Score<br>1.17<br>Unsatisfactory | Student Growth Score<br>1.25<br>Unsatisfactory | Deliberate Practice Score<br>0.0<br>Unsatisfactory |

| Principal Practice Score: 1.17 Unsatisfactory |         |        |              |                |
|---|---------|--------|--------------|----------------|
| Domain  | Element | Formal | Domain Score | Weighted Score |
| 1   | 1       | 1      | 1.33         | 0.27           |
|   | 2       | 1      |              |                |
|   | 3       | 2      |              |                |
| 2   | 1       | 1      | 1.00         | 0.20           |
|   | 2       | 2      |              |                |
|   | 3       | 1      |              |                |
|   | 4       | 1      |              |                |
|   | 5       | 0      |              |                |
| 3   | 1       | 2      | 1.33         | 0.20           |
|   | 2       | 1      |              |                |
|   | 3       | 1      |              |                |
| 4   | 1       | 2      | 1.00         | 0.15           |
|   | 2       | 1      |              |                |
|   | 3       | 1      |              |                |
|   | 4       | 0      |              |                |
| 5   | 1       | 1      | 1.33         | 0.20           |
|   | 2       | 1      |              |                |
|   | 3       | 2      |              |                |
| 6   | 1       | 1      | 1.00         | 0.15           |
|   | 2       | 1      |              |                |
|   | 3       | 1      |              |                |
| IP Score                                      |         |        |              | 1.17           |
| IP Score Text                                 |         |        |              | Unsatisfactory |

### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation utilizing Value-Added school data.  
See section C. Performance of Students

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Scenario 3 - Highly Effective High School Assistant Principal

| Final Score: 3.57 - Highly Effective                 |  |  |
|--|--|--|
| Principal Practice Score<br>3.52<br>Highly Effective | Student Growth Score<br>3.50<br>Highly Effective | Deliberate Practice Score<br>4.0<br>Highly Effective |

| Principal Practice Score: 3.52 Highly Effective |         |        |               |                  |
|---|---------|--------|---------------|------------------|
| Domain  | Element | Formal | Domain Score  | Weighted Score   |
| 1   | 1       | 3      | 3.33          | 0.67             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
| 2   | 1       | 3      | 3.40          | 0.68             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
|   | 4       | 4      |               |                  |
|   | 5       | 3      |               |                  |
| 3   | 1       | 4      | 4.00          | 0.60             |
|   | 2       | 4      |               |                  |
|   | 3       | 4      |               |                  |
| 4   | 1       | 3      | 3.50          | 0.53             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
|   | 4       | 4      |               |                  |
| 5   | 1       | 3      | 3.33          | 0.50             |
|   | 2       | 3      |               |                  |
|   | 3       | 4      |               |                  |
| 6   | 1       | 4      | 3.67          | 0.55             |
|   | 2       | 4      |               |                  |
|   | 3       | 3      |               |                  |
|   |         |        | IP Score      | 3.52             |
|   |         |        | IP Score Text | Highly Effective |

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation utilizing Value-Added school data.  
See section C. Performance of Students

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.  
See Section B. Other Indicators of Performance

# School Administrator Evaluation System

## Leader Scenario 4 - Unsatisfactory High School Assistant Principal

| Final Score: 1.08 Unsatisfactory                   |  |  |
|--|--|--|
| Principal Practice Score<br>1.17<br>Unsatisfactory | Student Growth Score<br>1.25<br>Unsatisfactory | Deliberate Practice Score<br>0.0<br>Unsatisfactory |

| Principal Practice Score: 1.17 Unsatisfactory |         |        |               |                |
|---|---------|--------|---------------|----------------|
| Domain  | Element | Formal | Domain Score  | Weighted Score |
| 1   | 1       | 1      | 1.33          | 0.27           |
|   | 2       | 1      |               |                |
|   | 3       | 2      |               |                |
| 2   | 1       | 1      | 1.00          | 0.20           |
|   | 2       | 2      |               |                |
|   | 3       | 1      |               |                |
|   | 4       | 1      |               |                |
|   | 5       | 0      |               |                |
| 3   | 1       | 2      | 1.33          | 0.20           |
|   | 2       | 1      |               |                |
|   | 3       | 1      |               |                |
| 4   | 1       | 2      | 1.00          | 0.15           |
|   | 2       | 1      |               |                |
|   | 3       | 1      |               |                |
|   | 4       | 0      |               |                |
| 5   | 1       | 1      | 1.33          | 0.20           |
|   | 2       | 1      |               |                |
|   | 3       | 2      |               |                |
| 6   | 1       | 1      | 1.00          | 0.15           |
|   | 2       | 1      |               |                |
|   | 3       | 1      |               |                |
|   |         |        | IP Score      | 1.17           |
|   |         |        | IP Score Text | Unsatisfactory |

### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation utilizing Value-Added school data.  
See section C. Performance of Students

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.  
See Section B. Other Indicators of Performance

## **Appendix A – Evaluation Framework Crosswalks**

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



# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 1: Professional and Ethical Norms   |   |
|--|---|
| Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.  |   |
| All School Administrators  | Marzano Focused School Leader Evaluation<br>(Florida Model) |
| a) Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. | Domain 6: Resource Management<br>E3: Required Descriptor(s) |
| b) Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.   | Domain 5: Core Values<br>E2: Required Descriptor(s)         |
| c) Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.  | Domain 5: Core Values<br>E2: Required Descriptor(s)         |
| d) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule.  | Domain 5: Core Values<br>E1: Required Descriptor(s)         |

# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 2: Vision and Mission  |   |  |
|---|---|--|
| Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. |   |  |
| Assistant Principals  | Principals  | Marzano Focused School Leader Evaluation (Florida Model)                               |
| a) Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.  | a) Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. | Domain 5: Core Values<br>E1: Required Descriptor(s)                                    |
| b) Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.           | b) Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.            | Domain 1: A Data Driven Focus on Continuous School Improvement<br>E1: Focus Statements |
| c) Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.            | c) Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.   | Domain 5: Core Values<br>E1: Required Descriptor(s)                                    |
| d) Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.   | d) Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.  | Domain 5: Core Values<br>E1: Required Descriptor(s)                                    |
| e) Recognize individuals for contributions toward the school vision and mission.  | e) Recognize individuals for contributions toward the school vision and mission.  | Domain 4: Community of Care and Collaboration<br>E4: Required Descriptor(s)            |

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## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 3: School Operations, Management, and Safety  |  |   |
|--|--|---|
| Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.   |  |   |
| Assistant Principals   | Principals   | Marzano Focused School Leader Evaluation (Florida Model)                    |
| a) Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.  | a) Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.   | Domain 6: Resource Management<br>E1: Focus Statements                       |
| b) Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.                | b) Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.                       | Domain 6: Resource Management<br>E1: Required Descriptor(s)                 |
| c) Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.  | c) Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.  | Domain 6: Resource Management<br>E1: Required Descriptor(s)                 |
| d) Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. | d) Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.  | Domain 6: Resource Management<br>E1: Required Descriptor(s)                 |
| e) Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.  | e) Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders. | Domain 4: Community of Care and Collaboration<br>E3: Required Descriptor(s) |
| f) Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.   | f) Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.                           | Domain 6: Resource Management<br>E3: Required Descriptor(s)                 |

# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)

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|  |   |   |
|--|---|---|
| g) Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | g) Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | Domain 6: Resource Management<br>E2: Required Descriptor(s) |
| h) Develop and maintain effective relationships with the district office and governing board.  | h) Develop and maintain effective relationships with the district office and governing board.   | Domain 6: Resource Management<br>E2: Focus Statements       |
| i) Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.     | i) Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.     | Domain 5: Core Values<br>E3: Focus Statements               |
| j) Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.       | j) Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.       | Domain 6: Resource Management<br>E3: Required Descriptor(s) |
| k) Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.                            | k) Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.                              | Domain 5: Core Values<br>E3: Required Descriptor(s)         |
| l) Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.   | l) Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | Domain 5: Core Values<br>E3: Required Descriptor(s)         |



# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 4: Student Learning and Continuous School Improvement  |  |  |
|---|--|--|
| Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.   |  |  |
| Assistant Principals  | Principals   | Marzano Focused School Leader Evaluation (Florida Model)                                   |
| a) Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students. | a) Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.  | Domain 1: Data Driven Focus on Continuous School Improvement<br>E2: Required Descriptor(s) |
| b) Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.      | b) Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.  | Domain 2: Instruction of a Viable and Guaranteed Curriculum<br>E3: Focus Statements        |
| c) Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.  | c) Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.   | Domain 1: Data Driven Focus on Continuous School Improvement<br>E3: Focus Statements       |
| d) Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.  | d) Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.   | Domain 1: Data Driven Focus on Continuous School Improvement<br>E3: Required Descriptor(s) |
| e) Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.       | e) Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. | Domain 1: Data Driven Focus on Continuous School Improvement<br>E2: Focus Statements       |
| f) Support and openly communicate the need for, process for, and outcomes of improvement efforts.   | f) Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.                                      | Domain 1: Data Driven Focus on Continuous School Improvement<br>E1: Required Descriptor(s) |

## School Administrator Evaluation System

### The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)

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|  |  |   |
|--|--|---|
| g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | Domain 2: Instruction of a Viable and Guaranteed Curriculum<br>E1: Focus Statements |
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# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 5: Learning Environment  |   |  |
|---|---|--|
| Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.  |   |  |
| Assistant Principals  | Principals  | Marzano Focused School Leader Evaluation (Florida Model)                                       |
| a) Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.   | a) Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.  | Domain 5: Core Values<br>E3: Required Descriptor(s)  |
| b) Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.                   | b) Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.        | Domain 5: Core Values<br>E3: Required Descriptor(s)  |
| c) Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. | c) Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E2: Focus Statements |
| d) Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.  | d) Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.  | Domain 4: Community of Care and Collaboration<br>E1: Required Descriptor(s)                    |

# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 6: Recruitment and Professional Learning   |  |  |
|---|--|--|
| Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.                  |  |  |
| Assistant Principals  | Principals   | Marzano Focused School Leader Evaluation (Florida Model)   |
| a) Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.                                | a) Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.     | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E1: Focus Statements       |
| b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.  | b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.                                 | Domain 5: Core Values<br>E1: Required Descriptor(s)  |
| c) Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.            | c) Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.            | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E2: Required Descriptor(s) |
| d) Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.                        | d) Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.   | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E3: Required Descriptor(s) |
| e) Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. | e) Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E3: Focus Statements       |
| f) Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.   | f) Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.   | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E3: Required Descriptor(s) |



# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)

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|---|---|--|
| g) Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.  | g) Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.  | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E2: Required Descriptor(s) |
| h) Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.   | h) Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.  | Domain 4: Community of Care and Collaboration<br>E1: Focus Statements                                |
| i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. | i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E3: Required Descriptor(s) |

# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 7: Building Leadership Expertise   |   |  |
|---|---|--|
| Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.  |   |  |
| Assistant Principals  | Principals  | Marzano Focused School Leader Evaluation (Florida Model)   |
| a) Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. | a) Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E1: Required Descriptor(s) |
| b) Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.  | b) Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.  | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E1: Required Descriptor(s) |
| c) Develop capacity in teacher leaders and hold them accountable.   | c) Develop capacity by delegating tasks to other school leaders and holding them accountable.   | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E1: Required Descriptor(s) |
| d) Plan for and provide opportunities for mentoring new personnel.  | d) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.  | Domain 3: Recruitment and Continuous Development of Teachers and Staff<br>E1: Required Descriptor(s) |

# School Administrator Evaluation System

## The Florida Educational Leadership Standards Crosswalk to Marzano Focused School Leader Evaluation (Florida Model)



| Standard 8: Meaningful Parent, Family and Community Engagement   |   |
|--|---|
| Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. |   |
| All School Administrators  | Marzano Focused School Leader Evaluation<br>(Florida Model)                 |
| a) Understand, value, and employ the community's cultural, social, and intellectual context and resources.   | Domain 4: Community of Care and Collaboration<br>E3: Required Descriptor(s) |
| b) Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.  | Domain 4: Community of Care and Collaboration<br>E3: Required Descriptor(s) |
| c) Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.   | Domain 5: Core Values<br>E1: Focus Statements                               |
| d) Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.   | Domain 4: Community of Care and Collaboration<br>E4: Focus Statements       |
| e) Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.   | Domain 4: Community of Care and Collaboration<br>E3: Focus Statements       |

## **Appendix B – Observation Instruments for School Administrators**

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

# Marzano Focused School Leader Evaluation Model

*Florida Model for Assistant Principals*

## MARZANO Evaluation Center



### Success Map and Protocols with FELS Descriptors

**Prepared by Marzano Evaluation Center,**  
a division of Instructional Empowerment, Inc.

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## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 1: A Data-Driven Focus on School Improvement

#### Element 1: Critical Goals

The assistant principal collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school.

##### Required Descriptor(s):

- Collaborates in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. (2b)
- Supports and openly communicates the need for, process for, and outcomes of improvement efforts. (4f)

#### Element 2: Monitoring Progress

The assistant principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning.

##### Required Descriptor(s):

- Assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students. (4a)
- Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning. (4e)

#### Element 3: Intervention Practices

The assistant principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals.

##### Required Descriptor(s):

- Collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning. (4c)
- Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. (4d)

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## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 2: Instruction of a Viable and Guaranteed Curriculum

#### Element 1: Instructional Vision

The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.

##### Required Descriptor(s):

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

#### Element 2: Predominant Practices

The assistant principal uses knowledge of the predominant instructional practices in the school to improve teaching.

#### Element 3: Aligned Curriculum

The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan.

##### Required Descriptor(s):

- Monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. (4b)

#### Element 4: Viable Curriculum

The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

#### Element 5: Guaranteed Curriculum

The assistant principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

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## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 3: Recruitment and Continuous Development of Teachers and Staff

#### Element 1: Hiring and Retention

The assistant principal assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

##### Required Descriptor(s):

- Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. (6a)
- Develops and supports open, productive, caring, and trusting working relationships among school leaders and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. (7a)
- Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders. (7b)
- Develops capacity in teacher leaders and holds them accountable. (7c)
- Plans for and provides opportunities for mentoring new personnel. (7d)

#### Element 2: Instructional Feedback

The assistant principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

##### Required Descriptor(s):

- Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. (5c)
- Collaborates with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. (6c)
- Collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. (6g)

#### Element 3: Professional Learning

The assistant principal collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

##### Required Descriptor(s):

- Collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. (6d)
- Collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. (6e)
- Supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement. (6f)
- Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. (6i)

## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 4: Community of Care and Collaboration

#### Element 1: Teacher Collaboration

The assistant principal collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

##### Required Descriptor(s):

- Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. (5d)
- Collaborates with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. (6h)

#### Element 2: Shared Responsibility

The assistant principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

#### Element 3: School Community Input

The assistant principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

##### Required Descriptor(s):

- Utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders. (3e)
- Understands, values, and employs the community's cultural, social, and intellectual context and resources. (8a)
- Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders. (8b)
- Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. (8e)

#### Element 4: Celebration and Recognition

The assistant principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

##### Required Descriptor(s):

- Recognizes individuals for contributions toward the school vision and mission. (2e)
- Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. (8d)

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## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 5: Core Values

#### Element 1: Leadership Attributes

The assistant principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.

##### Required Descriptor(s):

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule. (1d)
- Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. (2a)
- Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. (2c)
- Assists and supports the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. (2d)
- Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. (6b)
- Maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders. (8c)

#### Element 2: Fostering Trust

The assistant principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

##### Required Descriptor(s):

- Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. (1b)
- Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. (1c)

#### Element 3: Safety and Security

The assistant principal collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

##### Required Descriptor(s):

- Collaborates with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe. (3l)
- Collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. (3k)
- Collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. (3l)
- Collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment. (5a)
- Facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. (5b)

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## Marzano Focused School Leader Evaluation Model (Florida Model for Assistant Principals)

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### Domain 6: Resource Management

#### Element 1: Building Resources

The assistant principal collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices.

##### Required Descriptor(s):

- Collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices. (3a)
- Collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. (3b)
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. (3c)
- Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. (3d)

#### Element 2: Community Engagement

The assistant principal utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement.

##### Required Descriptor(s):

- Collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. (3g)
- Develops and maintains effective relationships with the district office and governing board. (3h)

#### Element 3: Compliance and Accountability

The assistant principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

##### Required Descriptor(s):

- Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. (1a)
- Informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults. (3f)
- Collaborates with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. (3j)



## Domain 1: A Data-Driven Focus on School Improvement

### Domain 1, Element 1: Critical Goals

**Focus Statement:** The assistant principal collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school.

**Desired Effect:** Members of the school community demonstrate understanding of the school's most critical goals for improving student achievement and the school improvement process.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Collaborates in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students (2b) |                   |
|   | Supports and openly communicates the need for, process for, and outcomes of improvement efforts (4f)  |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal ensures adjustments are made or new methods are utilized so all stakeholders can explain critical goals and the school improvement process.   |
| Applying<br>(3)   | The assistant principal collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school <b>AND regularly monitors to ensure that the majority of staff members can explain critical goals for improving student achievement and the school improvement process.</b> |
| Developing<br>(2) | The assistant principal collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school.  |

## Optional Evidence

### Example Evidence for Domain 1 Element 1

- ☐ Assistant principal collaborates in the use of multiple sources of data to develop critical goals
- ☐ Data are available to identify how the assistant principal collaborated in the goal setting process
- ☐ Evidence shows how the assistant principal supported and communicated the need for school improvement efforts
- ☐ Published goals focus on a plan for eliminating the achievement gap for each student
- ☐ Goals support the vision and mission of the school
- ☐ School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- ☐ Schoolwide achievement goals are posted and discussed regularly at faculty and staff gatherings
- ☐ Written goals address the most critical and severe achievement deficiencies
- ☐ Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
- ☐ A school improvement or strategic plan delineates the critical goals
- ☐ Faculty and staff can explain how goals support and eliminate differences in achievement for all students
- ☐ Faculty and staff can describe why the identified schoolwide achievement goals are the most critical
- ☐ Data are available to identify how the most critical achievement goals of the school are supported

## Domain 1, Element 2: Monitoring Progress

**Focus Statement:** The assistant principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning.

**Desired Effect:** Data confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students (4a) |                   |
|   | Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning (4e)       |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.   |
| Applying<br>(3)   | The assistant principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning <b>AND confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.</b> |
| Developing<br>(2) | The assistant principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning.  |



## Optional Evidence

### Example Evidence for Domain 1 Element 2

- ☐ Assistant principal consistently communicates high expectations for student achievement
- ☐ Assistant principal provides coaching to support teacher teams to support academic growth and well-being of students
- ☐ Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth
- ☐ Data are routinely analyzed for learning gaps
- ☐ Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)
- ☐ Individual student reports, graphs, and charts are regularly updated to track the progress of each student
- ☐ Teachers regularly meet to analyze school growth data for individual students
- ☐ Teachers utilize multiple sources of individual student data in planning to close achievement gaps
- ☐ Teachers regularly analyze data of their individual students
- ☐ Student-led conferences focus on the student's achievement goals
- ☐ Parents have access to student achievement data systems to track student progress
- ☐ Parent-teacher conferences focus on individual student goals and progress
- ☐ Teacher plans address the learning goals of their students



## Domain 1, Element 3: Intervention Practices

**Focus Statement:** The assistant principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals.

**Desired Effect:** Data confirm interventions help each student meet achievement goals.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning (4c) |                   |
|   | Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps (4d)      |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal continually examines, revises, and expands intervention and support options for individual students to ensure they make adequate progress toward meeting achievement goals.   |
| Applying<br>(3)   | The assistant principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals <b>AND confirms that interventions have helped students make progress toward those goals.</b> |
| Developing<br>(2) | The assistant principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals but does not complete the task or is unsuccessful.                          |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals.  |

## Optional Evidence

### Example Evidence for Domain 1 Element 3

- ☐ Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups
- ☐ Supports Interventionist and classroom teachers so they regularly work together to track student progress
- ☐ Assistant principal engages in coaching for teachers to assist them to analyze student data and eliminate achievement gaps
- ☐ Assistant principal contributes to the development of Intervention and Enrichment programs
- ☐ Assistant principal contributes to monitoring of intervention, including enrichment programs to measure their effect on student achievement
- ☐ Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM)
- ☐ Teachers can explain how implemented interventions help individual students meet their goals
- ☐ Students and/or parents can identify how interventions helped close their achievement gap

## Domain 2: Instruction of a Viable and Guaranteed Curriculum

### Domain 2, Element 1: Instructional Vision

**Focus Statement:** The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.

**Desired Effect:** Teachers implement the instructional model.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel (4g) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal works with the principal to continually examine and provide updates so all teachers implement the instructional model.   |
| Applying<br>(3)   | The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. AND <b>monitors to ensure that teachers implement the instructional model.</b> |
| Developing<br>(2) | The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to support a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C, but does not complete the task or is unsuccessful.           |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to support a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.  |

## Optional Evidence

### Example Evidence for Domain 2 Element 1

- ☐ A written document articulating the schoolwide model of instruction is in place
- ☐ Schoolwide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
- ☐ Schoolwide language of instruction is used regularly by faculty in their informal conversations
- ☐ Assistant principal assists to plan and implement professional development opportunities that are provided for new and experience teachers regarding the schoolwide model of instruction
- ☐ Implementation of the instructional model is evident in daily classroom instruction
- ☐ Intentional planning to use the instructional model is evident in teacher lesson plans
- ☐ Teachers can describe the major components of the schoolwide model of instruction
- ☐ Teachers can explain how strategies in the instructional framework promote learning for the school's student population
- ☐ Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, professional learning community notes)
- ☐ The vision for instruction is shared throughout the school and community



## Domain 2, Element 2: Predominant Practices

**Focus Statement:** The assistant principal uses knowledge of the predominant instructional practices in the school to improve teaching.

**Desired Effect:** Teachers improve instructional practices when assistant principal provides feedback regarding predominant instructional practices.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal regularly intervenes to ensure that ineffective instructional practices are corrected, and effective instructional practices are implemented.   |
| Applying<br>(3)   | The assistant principal uses knowledge of the predominant instructional practices in the school to improve teaching <b>AND monitors the extent to which feedback results in teachers improving their instructional practices.</b> |
| Developing<br>(2) | The assistant principal uses knowledge of the predominant instructional practices in the school to improve teaching.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to use knowledge of the predominant instructional practices in the school to improve teaching but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to use knowledge of the predominant instructional practices in the school to improve teaching.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 2  |
|--|
| <input type="checkbox"/> Walkthrough or other observation data are aggregated to disclose predominant instructional practices in the school<br><input type="checkbox"/> Accurate feedback is provided to each teacher regarding instructional practices<br><input type="checkbox"/> Systems are in place to monitor the effect of predominant instructional practices for all students<br><input type="checkbox"/> Feedback is provided to each teacher regarding instructional practices needed to address learning gaps for all student populations<br><input type="checkbox"/> Predominant instructional practices and trends are documented and regularly shared with teachers<br><input type="checkbox"/> Effective instructional practices and problems of practice are accurately described by the assistant principal<br><input type="checkbox"/> Data shows teachers implement new instructional strategies when provided feedback<br><input type="checkbox"/> Data regarding predominant instructional practices are used to inform professional development opportunities<br><input type="checkbox"/> Observation data confirm that teachers improve instructional practices<br><input type="checkbox"/> Teachers can describe the predominant instructional practices used in the school and how they affect student achievement |

## Domain 2, Element 3: Aligned Curriculum

**Focus Statement:** The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan.

**Desired Effect:** Assessments accurately measure student progress toward achieving the adopted standards.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan (4b) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.  |
| Applying<br>(3)   | The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan AND <b>monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.</b> |
| Developing<br>(2) | The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to monitor and ensure that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan but does not complete the task or is unsuccessful.   |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to monitor and ensure that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan.   |

### Optional Evidence

| Example Evidence for Domain 2 Element 3   |
|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> An understanding of the alignment of curriculum and assessments is demonstrated by the assistant principal</li> <li><input type="checkbox"/> Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li><input type="checkbox"/> Resources to support curriculum align to standards</li> <li><input type="checkbox"/> Rubrics or scales are in place that clearly delineate student levels of performance on essential standards</li> <li><input type="checkbox"/> Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards</li> <li><input type="checkbox"/> School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed</li> <li><input type="checkbox"/> Assessments accurately measure adopted standards</li> <li><input type="checkbox"/> Interventions are in place when standards are required and not incorporated</li> <li><input type="checkbox"/> Teachers can describe the essential standards for their subject area and/or grade level</li> </ul> |



## Domain 2, Element 4: Viable Curriculum

**Focus Statement:** The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

**Desired Effect:** Teachers have time to instruct all essential or core standards.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status  | Required Descriptor(s)              | Evidence/Feedback |
| ✓ = Achieved  |                                     |                   |
|   | No additional required descriptors. |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal works with the principal and teachers to ensure that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.   |
| Applying<br>(3)   | The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers <b>AND monitors the extent to which the essential standards are few and focused enough to allow adequate time for students to learn them.</b> |
| Developing<br>(2) | The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure that school curriculum is focused on essential standards so it can be taught in the time available to teachers but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure that school curriculum is focused on essential standards so it can be taught in the time available to teachers.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 4  |
|--|
| <input type="checkbox"/> Assistant principal contributes to the development or refinement of essential standards<br><input type="checkbox"/> A written list of essential standards is in place and available to each teacher<br><input type="checkbox"/> Written curriculum has been unpacked in such a manner that essential elements/standards have been identified<br><input type="checkbox"/> A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards<br><input type="checkbox"/> Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)<br><input type="checkbox"/> Time available for specific classes and courses meets the state or district specifications for those classes and courses<br><input type="checkbox"/> Assistant principal monitors and assists to ensure schedules are protected to allow teachers time to teach the essential curriculum/standards<br><input type="checkbox"/> A plan is in place to monitor that the essential curriculum is taught in the time available to teachers<br><input type="checkbox"/> Processes are implemented at the school to ensure teachers teach the essential curriculum/standards<br><input type="checkbox"/> Data are available to show that teachers teach the essential curriculum/standards<br><input type="checkbox"/> Assistant principal assists teachers to ensure technology systems support essential standards |

## Domain 2, Element 5: Guaranteed Curriculum

**Focus Statement:** The assistant principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

**Desired Effect:** Each student has equal access to instruction that directly addresses the critical content of the required curriculum.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal intervenes with teachers who do not guarantee each student has equal access to learning the critical content of the curriculum.   |
| Applying<br>(3)   | The assistant principal ensures that each student has equal opportunity to learn the critical content of the curriculum AND <b>monitors the extent to which each student has access to instruction that directly addresses the critical content of the required curriculum.</b> |
| Developing<br>(2) | The assistant principal ensures that each student has equal opportunity to learn the critical content of the curriculum.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure that each student has equal opportunity to learn the critical content of the curriculum but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure that each student has equal opportunity to learn the critical content of the curriculum.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 5   |
|---|
| <input type="checkbox"/> Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum<br><input type="checkbox"/> Parents are aware of their child's current access to the essential elements/standards of the curriculum<br><input type="checkbox"/> Each student has equal access to advanced placement or other rigorous courses<br><input type="checkbox"/> Each student has a prescribed program of study that documents access to appropriate courses<br><input type="checkbox"/> Data are available to show teachers have completed appropriate content area training in their subject area courses<br><input type="checkbox"/> Each student has equal access to courses that directly address the essential elements/standards of the required curriculum<br><input type="checkbox"/> Data are available to verify student achievement in critical content and standards<br><input type="checkbox"/> Teachers can describe the content strategies that result in the highest student learning for specific courses and topics<br><input type="checkbox"/> Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum<br><input type="checkbox"/> Appropriate technology is in place to support and enhance instruction and curriculum<br><input type="checkbox"/> The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the assistant principal |



## Domain 3: Recruitment and Continuous Development of Teachers and Staff

### Domain 3, Element 1: Hiring and Retention

#### Domain 3, Element 1: Hiring and Retention

**Focus Statement:** The assistant principal assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

**Desired Effect:** Teachers and staff continue to grow and meet their growth goals.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students (6a)         |                   |
|   | Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content (7a) |                   |
|   | Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders (7b)   |                   |
|   | Develops capacity in teacher leaders and holds them accountable (7c)   |                   |
|   | Plans for and provides opportunities for mentoring new personnel (7d)  |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal provides interventions and support for teachers and staff who are not meeting their growth goals.  |
| Applying<br>(3)   | The assistant principal effectively assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans <b>AND verifies that the majority of teachers and staff continue to grow and meet their growth goals.</b> |
| Developing<br>(2) | The assistant principal assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to assist with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to assist with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.  |

## Optional Evidence

### Example Evidence for Domain 3 Element 1

- ☐ Each teacher provides written pedagogical growth goals
- ☐ Teachers regularly track their progress toward meeting pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling personnel are available
- ☐ Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
- ☐ Assistant principal contributes to teacher induction program to support new teachers
- ☐ Assistant principal collaborates with the principal to identify, support, and provide opportunities for teacher leaders
- ☐ When the assistant principal participates in hiring, standardized interview processes and/or protocols are utilized
- ☐ Nondiscriminatory hiring practices are evident
- ☐ Personnel records document that support system(s) are utilized to ensure personnel meet their goals
- ☐ Teachers can describe their progress on their pedagogical growth goals
- ☐ Staff members demonstrate continuous growth in their area of responsibility
- ☐ Personnel can share documented examples of how reflection has improved their craft

## Domain 3, Element 2: Instructional Feedback

**Focus Statement:** The assistant principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

**Desired Effect:** Teacher observation/evaluation data are consistent with student achievement data.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills (5c)                                    |                   |
|   | Collaborates with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement (6c) |                   |
|   | Collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement (6g)                                     |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal supports the principal in ensuring that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.  |
| Applying<br>(3)   | The assistant principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data <b>AND monitors the extent to which teacher observations/evaluations are consistent with student achievement data.</b> |
| Developing<br>(2) | The assistant principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.   |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data but does not complete the task or is unsuccessful.   |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.   |



## Optional Evidence

### Example Evidence for Domain 3 Element 2

- ☐ Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- ☐ Teacher feedback and evaluation data are based on multiple sources of information including but not limited to direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- ☐ A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
- ☐ Teacher evaluation data are regularly used as the subject of conversation between assistant principal and teachers
- ☐ Data show the assistant principal provides frequent observations and meaningful feedback to teachers
- ☐ Data are available to support that teacher evaluations are consistent with student achievement data
- ☐ Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
- ☐ Teachers can describe how implementation of specific instructional strategies affects student achievement
- ☐ When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback
- ☐ When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

## Domain 3, Element 3: Professional Learning

**Focus Statement:** The assistant principal collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

**Desired Effect:** The assistant principal verifies that teachers and staff improve skills as a result of professional learning.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed (6d)                          |                   |
|   | Collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies (6e)   |                   |
|   | Supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement (6f)   |                   |
|   | Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes (6i) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal supports the principal to re-evaluate the professional learning program to ensure that it remains focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.   |
| Applying<br>(3)   | The assistant principal collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals <b>AND verifies that the majority of teachers and staff improve their skills.</b> |
| Developing<br>(2) | The assistant principal collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals but does not complete the task or is unsuccessful.              |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.  |

## Optional Evidence

| Example Evidence for Domain 3 Element 3 |  |
|---|--|
| <input type="checkbox"/>                | Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training                      |
| <input type="checkbox"/>                | Assistant principal supports the principal and teacher leaders to develop and implement effective professional development             |
| <input type="checkbox"/>                | Online professional development courses and resources are available to teachers and staff regarding their growth goals                 |
| <input type="checkbox"/>                | Teacher and staff participation in professional development activities is recorded and tracked   |
| <input type="checkbox"/>                | Teacher-led professional development is available to teachers regarding their instructional growth goals                               |
| <input type="checkbox"/>                | Instructional coaching is available to teachers to help them achieve their instructional growth goals                                  |
| <input type="checkbox"/>                | Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices |
| <input type="checkbox"/>                | Data are available documenting how deliberate practice is improving teacher performance  |
| <input type="checkbox"/>                | Teachers and staff implement new strategies after attending professional development   |
| <input type="checkbox"/>                | Interventions are documented for staff who do not utilize professional development opportunities                                       |
| <input type="checkbox"/>                | Interventions are in place to support personnel who do not continue to grow in their area of responsibility                            |



## Domain 4: Community of Care and Collaboration

### Domain 4, Element 1: Teacher Collaboration

**Focus Statement:** The assistant principal collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

**Desired Effect:** Teachers working in collaborative groups enhance instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps (5d)  |                   |
|   | Collaborates with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability (6h) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal assists the principal in monitoring that teachers work productively in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.   |
| Applying<br>(3)   | The assistant principal collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student <b>AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.</b> |
| Developing<br>(2) | The assistant principal collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.  |

## Optional Evidence

### Example Evidence for Domain 4 Element 1

- ☐ Professional Learning Communities (PLCs) are in place and meet regularly
- ☐ PLCs have written goals
- ☐ Assistant principal works with principal to regularly examine the progress of PLCs toward their goals
- ☐ Coaches PLC teams to understand and plan to meet the needs of all students
- ☐ Formative student achievement and growth data are analyzed by PLCs
- ☐ Teachers have opportunities to observe other teachers
- ☐ Teachers work collaboratively to write standards-based unit plans and assessments
- ☐ Teachers unpack standards and write learning targets demonstrating a progression of knowledge
- ☐ Teachers routinely examine student work for alignment to standards
- ☐ To maintain a focus on student achievement, the assistant principal collects and reviews minutes, notes, and goals from PLC meetings
- ☐ Teachers can explain how being a member of a PLC has helped them grow their pedagogy
- ☐ Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices
- ☐ PLCs that are working effectively or ineffectively are identified by the assistant principal
- ☐ Ongoing interventions are in place for teams or teachers who do not work as a PLC
- ☐ Student data reveal that PLCs are enhancing student achievement

## Domain 4, Element 2: Shared Responsibility

**Focus Statement):** The assistant principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

**Desired Effect:** Through shared decision-making the school continues to improve its overall effectiveness.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.   |
| Applying<br>(3)   | The assistant principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school <b>AND monitors the extent to which the decision-making process improves the effectiveness of the school.</b> |
| Developing<br>(2) | The assistant principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |

### Optional Evidence

| Example Evidence for Domain 4 Element 2   |
|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal collaborates with the principal to determine and communicate the types of decisions in which they will have direct input</li> <li><input type="checkbox"/> Data-gathering techniques are in place to collect information from teachers</li> <li><input type="checkbox"/> Notes and reports are in place that describe how teacher input was used when making specific decisions or changes</li> <li><input type="checkbox"/> Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)</li> <li><input type="checkbox"/> Groups of teachers are selected and utilized to provide input regarding specific decisions</li> <li><input type="checkbox"/> Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects</li> <li><input type="checkbox"/> The school leadership team has critical roles in facilitating school initiatives</li> <li><input type="checkbox"/> Data are available to show how input is used by the assistant principal</li> <li><input type="checkbox"/> Teachers report that their input is valued and taken into consideration by the assistant principal</li> <li><input type="checkbox"/> Data are available to reveal the school improves its overall effectiveness through a shared decision-making process</li> <li><input type="checkbox"/> Assistant principal can describe the systematic processes in place to solicit teacher input</li> <li><input type="checkbox"/> Initiatives are analyzed to evaluate their effect on teaching and learning</li> </ul> |



## Domain 4, Element 3: School Community Input

**Focus Statement:** The assistant principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

**Desired Effect:** All students have access to quality core instruction in a child-centered school.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders (3e) |                   |
|   | Understands, values, and employs the community's cultural, social, and intellectual context and resources (8a)   |                   |
|   | Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders (8b)   |                   |
|   | Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance (8e)                               |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal intervenes and seeks assistance if the school does not utilize community input to provide access to quality core instruction for each student.  |
| Applying<br>(3)   | The assistant principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance <b>AND monitors the extent to which the input from staff, students, parents, and the community is utilized to improve student access to quality core instruction.</b> |
| Developing<br>(2) | The assistant principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.  |

## Optional Evidence

### Example Evidence for Domain 4 Element 3

- ☐ Assistant principal contributes to and monitors data collection systems that are in place to collect opinion data from staff, students, parents, and the community regarding access to quality core instruction in a child-centered school
- ☐ Use of input data is made transparent
- ☐ Social, cultural, and intellectual resources from among the school community are utilized in school initiatives
- ☐ Data are available to show that input from the school's population is valued and used
- ☐ Use of interactive or social media is provided for staff, students, parents, and community to provide input
- ☐ A child-centered school is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)
- ☐ Focus group meetings and other constituent meetings model clear communication and respectful dialogue
- ☐ Assistant principal participates in and/or leads community and business events
- ☐ Staff, students, parents, and community members report that their input is valued and used by the assistant principal to improve the functioning of the school

## Domain 4, Element 4: Celebration and Recognition

**Focus Statement:** The assistant principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

**Desired Effect:** Each member of the school feels valued and honored.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Recognizes individuals for contributions toward the school vision and mission (2e)   |                   |
|   | Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community (8d) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of students, faculty, and staff.  |
| Applying<br>(3)   | The assistant principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community <b>AND monitors to ensure people feel valued and honored for their contributions.</b> |
| Developing<br>(2) | The assistant principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community but does not complete the task or is unsuccessful.                  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.  |

### Optional Evidence

| Example Evidence for Domain 4 Element 4   |
|---|
| <input type="checkbox"/> Assistant principal contributes to the celebrations of accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)<br><input type="checkbox"/> Incremental successes of students and teachers are routinely recognized<br><input type="checkbox"/> Achievements and successes of the school community are celebrated<br><input type="checkbox"/> Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated<br><input type="checkbox"/> Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated<br><input type="checkbox"/> Evidence demonstrates that adaptations to celebration practices are made based on feedback data<br><input type="checkbox"/> Actions of the assistant principal demonstrate that the leader accepts responsibility for the success of each student<br><input type="checkbox"/> Celebrations demonstrate understanding of the students represented in the school |



## Domain 5: Core Values

### Domain 5, Element 1: Leadership Attributes

**Focus Statement:** The assistant principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.

**Desired Effect:** The assistant principal is recognized in the school community as a leader who continues to enhance their leadership skills.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule (1d)                      |                   |
|   | Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies (2a)  |                   |
|   | Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students (2c) |                   |
|   | Assists and supports the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable (2d)   |                   |
|   | Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback (6b)   |                   |
|   | Maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders (8c)   |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal actively seeks expertise/mentors for validation and feedback to enhance leadership skills.   |
| Applying<br>(3)   | The assistant principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth <b>AND monitors the extent to which the school community perceives that the leader continues to enhance their leadership skills.</b> |
| Developing<br>(2) | The assistant principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.   |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth.  |

## Optional Evidence

### Example Evidence for Domain 5 Element 1

- ☐ Core values of the school and ethical practices are modeled by the assistant principal
- ☐ Goals, mission, and vision of the school are aligned to state and local mandates and clearly communicated by the assistant principal
- ☐ Assistant principal participates in and supports implementation of schoolwide systems to achieve goals
- ☐ An annual growth plan is in place to address how the assistant principal will address strengths and weaknesses
- ☐ Professional development activities consistent with the assistant principal's growth plan have been identified and implemented
- ☐ Evidence of leadership initiatives is available
- ☐ Problem-solving and decision-making skills are demonstrated
- ☐ Regular interactions with an identified mentor are documented
- ☐ Multiple media sources are utilized to communicate with staff and community
- ☐ Faculty and staff identify the assistant principal as a leader of the school
- ☐ Faculty and staff describe the assistant principal as uncompromising regarding raising student achievement
- ☐ Data indicate that school and community members perceive the assistant principal as visible, welcoming, and approachable
- ☐ Faculty and staff describe the assistant principal as an effective communicator of non-negotiable factors that have an impact on student achievement

## Domain 5, Element 2: Fostering Trust

**Focus Statement:** The assistant principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

**Desired Effect:** All decisions reflect a focus on student rights and outcomes.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S (1b) |                   |
|   | Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community (1c)         |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The assistant principal actively seeks out validation and feedback from multiple sources, including that of the principal, regarding perception in the school community.   |
| Applying<br>(3)   | The assistant principal has the trust of the staff and school community that all decisions are guided by what is best for each student <b>AND monitors whether decisions reflect a focus on students' rights and outcomes.</b> |
| Developing<br>(2) | The assistant principal has the trust of the staff and school community that all decisions are guided by what is best for each student.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to gain the trust of the staff and school community that all decisions are guided by what is best for each student but does not complete the task or is unsuccessful.                  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to gain the trust of the staff and school community that all decisions are guided by what is best for each student.  |



## Optional Evidence

| Example Evidence for Domain 5 Element 2 |  |
|---|--|
| <input type="checkbox"/>                | Perception inventories and/or other data indicate that the assistant principal is recognized by the school community as one who is willing to "take on tough issues"             |
| <input type="checkbox"/>                | Ethical decisions and practices are evident in all aspects of the work performed by the assistant principal  |
| <input type="checkbox"/>                | Student policies and procedures are fair and supportive of all students  |
| <input type="checkbox"/>                | Positive relationships are developed with staff, faculty, students, parents, and community   |
| <input type="checkbox"/>                | Assistant principal provides leadership consistent with the principles of individual freedom   |
| <input type="checkbox"/>                | Perception inventories and/or other data show that the assistant principal performs with integrity and in the best interest of each student                                      |
| <input type="checkbox"/>                | Faculty and staff describe the assistant principal as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn |
| <input type="checkbox"/>                | Faculty and staff describe the assistant principal as an individual who will follow through with their initiatives   |
| <input type="checkbox"/>                | Faculty and staff describe the assistant principal as one whose actions support their talk and expectations  |
| <input type="checkbox"/>                | Positive relationships are developed with staff, faculty, students, parents, and community   |

# School Administrator Evaluation System



## Domain 5, Element 3: Safety and Security

**Focus Statement:** The assistant principal collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

**Desired Effect:** The school is safe and responsive to each student.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Collaborates with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe (3i) |                   |
|   | Collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment (3k)                        |                   |
|   | Collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions (3l)   |                   |
|   | Collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment (5a)  |                   |
|   | Facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner (5b)      |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal assists the principal to ensure that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and responsive environment.  |
| Applying<br>(3)   | The assistant principal collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities <b>AND monitors the extent to which the school is safe and responsive to each student.</b> |
| Developing<br>(2) | The assistant principal collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.   |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities but does not complete the task or is unsuccessful.                       |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.   |

## Optional Evidence

| Example Evidence for Domain 5 Element 3  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Each student is treated respectfully</li><li><input type="checkbox"/> Decision-making reflects responsiveness to all students</li><li><input type="checkbox"/> Assistant principal contributes to clear and specific rules and procedures that are in place</li><li><input type="checkbox"/> Assistant principal contributes to and supports the review and revision of safety routines and policies</li><li><input type="checkbox"/> Assistant principal monitors for and leads efforts to reduce chronic absenteeism</li><li><input type="checkbox"/> Assistant principal supports principal in assuring that responses to behavior concerns are fair and effective</li><li><input type="checkbox"/> Faculty and staff are provided the means to communicate about the safety of the school</li><li><input type="checkbox"/> Assistant principal collaborates with the principal and appropriate personnel to ensure that emergency management procedures for specific incidents are practiced</li><li><input type="checkbox"/> Updates and communication to the faculty and staff regarding emergency management plans are available</li><li><input type="checkbox"/> Faculty and school community describe the assistant principal as someone who works to ensure that the school is a safe and orderly place</li><li><input type="checkbox"/> Faculty and school community describe the assistant principal as someone who works to ensure that the school is focused on supporting learning</li><li><input type="checkbox"/> Social media is utilized so students may anonymously report potential incidents</li><li><input type="checkbox"/> Assistant principal contributes to systems that are in place for mass communication to parents (e.g. a call out system, mass texting)</li><li><input type="checkbox"/> Students, parents, and community provide input regarding issues of school safety</li></ul> |



## Domain 6: Resource Management

### Domain 6, Element 1: Building Resources

**Focus Statement:** The assistant principal collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices.

**Desired Effect:** Responsible management of resources support instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices (3a)  |                   |
|   | Collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs (3b)                |                   |
|   | Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning (3c)  |                   |
|   | Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning (3d) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal supports the principal to adjust or create new strategies, so all resources support effective instruction and student achievement.  |
| Applying<br>(3)   | The assistant principal collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices <b>AND can explain how responsible management of fiscal, technological, and physical resources has supported instruction and student achievement.</b> |
| Developing<br>(2) | The assistant principal collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to collaborate with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to collaborate with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices.  |

## Optional Evidence

### Example Evidence for Domain 6 Element 1

- ☐ Assistant principal contributes to budgeting processes to ensure that they are clearly aligned and prioritized to support instruction and achievement
- ☐ Assistant principal helps to ensure that resources and materials reflect the community assets and interests of students and parents
- ☐ Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the assistant principal
- ☐ Faculty and staff report that the assistant principal helps them acquire adequate materials to teach effectively
- ☐ Faculty and staff report that the assistant principal helps them maintain adequate time to plan, teach, and incorporate appropriate resources
- ☐ Student achievement can be linked to effective use of resources
- ☐ Analysis of utilized technology confirms how it supports effective teaching and improved learning
- ☐ Assistant principal works with other building leaders to manage and plan for the effective use of resources

## Domain 6, Element 2: Community Engagement

**Focus Statement:** The assistant principal utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement.

**Desired Effect:** Data confirms that use of community and external resources supports school improvement.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation (3g) |                   |
|   | Develop and maintain effective relationships with the district office and governing board (3h)   |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal contributes to the continual examination and expansion of options for utilizing systematic processes to develop effective relationships with district and external entities in support of school improvement.   |
| Applying<br>(3)   | The assistant principal utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement <b>AND monitors data to determine if community and external resources support school improvement.</b> |
| Developing<br>(2) | The assistant principal utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to utilize systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement but does not complete the task or is unsuccessful.                                  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to utilize systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement.  |

### Optional Evidence

| Example Evidence for Domain 6 Element 2   |
|---|
| <input type="checkbox"/> Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident<br><input type="checkbox"/> Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained<br><input type="checkbox"/> Assistant principal collaborates with the principal to ensure that district resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)<br><input type="checkbox"/> University partnerships are utilized to provide support for the school, where possible<br><input type="checkbox"/> Assists principal to communicate to and plan with feeder and connecting schools<br><input type="checkbox"/> Processes used by the assistant principal to improve the school are evident and readily explained<br><input type="checkbox"/> Partnerships with external entities are actively pursued and shared with the principal<br><input type="checkbox"/> Partnerships are monitored to determine how they impact the school and how information is shared with the principal<br><input type="checkbox"/> Documentation of how outside resources support school improvement is available |



## Domain 6, Element 3: Compliance and Accountability

**Focus Statement:** The assistant principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

**Desired Effect:** Compliance to rules and regulations is demonstrated to support effective instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies (1a) |                   |
|   | Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults (3f)   |                   |
|   | Collaborates with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. (3j)   |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The assistant principal contributes to monitoring for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.  |
| Applying<br>(3)   | The assistant principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student <b>AND monitors to verify the extent to which compliance to rules and regulations supports effective instruction and student achievement.</b> |
| Developing<br>(2) | The assistant principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.  |
| Beginning<br>(1)  | The assistant principal <b>attempts</b> to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The assistant principal <b>does not attempt</b> to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.  |



## Optional Evidence

### Example Evidence for Domain 6 Element 3

- ☐ Deadlines are managed to enhance overall instructional effectiveness
- ☐ Operations and facility resources are managed effectively to provide support for instruction
- ☐ Curriculum materials and other resources meet district, state, or federal specifications
- ☐ Data reveal how compliance to rules and regulations supports instruction and student achievement
- ☐ Adherence to district and state policies and procedures is evident
- ☐ Assistant principal provides evidence of regular communication with the school community about current local, state, and federal laws and regulations related to education
- ☐ Assistant principal regularly monitors and suggests revisions to safety and security protocols
- ☐ Evidence of compliance with the Principles of Professional Conduct for the Education Profession in Florida is documented
- ☐ Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)
- ☐ When compliance to rules and regulations is not evident, interventions are put in place

# Marzano Focused School Leader Evaluation Model

*Florida Model for Principals*

## MARZANO Evaluation Center



### Success Map and Protocols with FELS Descriptors

Prepared by Marzano Evaluation Center,  
a division of Instructional Empowerment, Inc.

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## Marzano Focused School Leader Evaluation Model (Florida Model for Principals)

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### Domain 1: A Data-Driven Focus on School Improvement

#### Element 1: Critical Goals

The principal collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school.

##### Required Descriptor(s):

- Collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students. (2b)
- Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. (4f)

#### Element 2: Monitoring Progress

The principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments.

##### Required Descriptor(s):

- Creates and maintains a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students. (4a)
- Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. (4e)

#### Element 3: Intervention Practices

The principal ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals.

##### Required Descriptor(s):

- Develops a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. (4c)
- Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps. (4d)

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## Marzano Focused School Leader Evaluation Model (Florida Model for Principals)

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### Domain 2: Instruction of a Viable and Guaranteed Curriculum

#### Element 1: Instructional Vision

The principal provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.

##### Required Descriptor(s):

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

#### Element 2: Predominant Practices

The principal uses knowledge of the predominant instructional practices in the school to improve teaching.

#### Element 3: Aligned Curriculum

The principal ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan.

##### Required Descriptor(s):

- Ensures alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. (4b)

#### Element 4: Viable Curriculum

The principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

#### Element 5: Guaranteed Curriculum

The principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

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## Marzano Focused School Leader Evaluation Model (Florida Model for Principals)

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### Domain 3: Recruitment and Continuous Development of Teachers and Staff

#### Element 1: Hiring and Retention

The principal effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

##### Required Descriptor(s):

- Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. (6a)
- Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. (7a)
- Cultivates current and potential school leaders and assists with the development of a pipeline of future leaders. (7b)
- Develops capacity by delegating tasks to other school leaders and holding them accountable. (7c)
- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. (7d)

#### Element 2: Instructional Feedback

The principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

##### Required Descriptor(s):

- Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. (5c)
- Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. (6c)
- Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. (6g)

#### Element 3: Professional Learning

The principal ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

##### Required Descriptor(s):

- Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. (6d)
- Develops school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. (6e)
- Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. (6f)
- Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. (6i)

## Marzano Focused School Leader Evaluation Model (Florida Model for Principals)

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### Domain 4: Community of Care and Collaboration

#### Element 1: Teacher Collaboration

The principal ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

##### Required Descriptor(s):

- Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. (5d)
- Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. (6h)

#### Element 2: Shared Responsibility

The principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

#### Element 3: School Community Input

The principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

##### Required Descriptor(s):

- Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders. (3e)
- Understands, values, and employs the community's cultural, social, and intellectual context and resources. (8a)
- Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders. (8b)
- Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. (8e)

#### Element 4: Celebration and Recognition

The principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

##### Required Descriptor(s):

- Recognizes individuals for contributions toward the school vision and mission. (2e)
- Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. (8d)

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### Domain 5: Core Values

#### Element 1: Leadership Attributes

The principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.

##### Required Descriptor(s):

- Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule. (1d)
- Collaborates with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. (2a)
- Collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. (2c)
- Strategically develops and implements systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. (2d)
- Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. (6b)
- Maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders. (8c)

#### Element 2: Fostering Trust

The principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

##### Required Descriptor(s):

- Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. (1b)
- Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. (1c)

#### Element 3: Safety and Security

The principal creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

##### Required Descriptor(s):

- Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe. (3i)
- Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment. (3k)
- Collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. (3l)
- Develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment. (5a)
- Cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. (5b)

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### Domain 6: Resource Management

#### Element 1: Building Resources

The principal ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices.

##### Required Descriptor(s):

- Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices. (3a)
- Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. (3b)
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. (3c)
- Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. (3d)

#### Element 2: Community Engagement

The principal utilizes systematic processes to engage district, governing board, and external entities in support of school improvement.

##### Required Descriptor(s):

- Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. (3g)
- Develops and maintains effective relationships with the district office and governing board. (3h)

#### Element 3: Compliance and Accountability

The school principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

##### Required Descriptor(s):

- Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. (1a)
- Informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults. (3f)
- Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. (3j)

## Domain 1: A Data-Driven Focus on School Improvement

### Domain 1, Element 1: Critical Goals

**Focus Statement:** The principal collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school.

**Desired Effect:** Members of the school community demonstrate understanding of the school's most critical goals for improving student achievement and the school improvement process.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students (2b)                        |                   |
|   | Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts (4f) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal ensures adjustments are made or new methods are utilized so all stakeholders can explain critical goals and the school improvement process.   |
| Applying<br>(3)   | The principal collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school AND <b>regularly monitors to ensure that the majority of staff members can explain critical goals for improving student achievement and the school improvement process.</b> |
| Developing<br>(2) | The principal collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to collaborate with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to collaborate with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school.  |

## Optional Evidence

| Example Evidence for Domain 1 Element 1  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> A school improvement or strategic plan delineates the critical goals</li><li><input type="checkbox"/> Goals support the vision and mission of the school</li><li><input type="checkbox"/> Multiple sources of data are used to develop critical goals</li><li><input type="checkbox"/> Published goals focus on a plan for eliminating the achievement gap for each student</li><li><input type="checkbox"/> School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li><li><input type="checkbox"/> Schoolwide achievement goals are posted and discussed regularly at faculty and staff gatherings</li><li><input type="checkbox"/> Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal</li><li><input type="checkbox"/> Faculty and staff can explain how goals support and eliminate differences in achievement for all students</li><li><input type="checkbox"/> Data are available to identify how the principal provides support and communicates the need for school improvement efforts</li></ul> |

## Domain 1, Element 2: Monitoring Progress

**Focus Statement:** The principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments.

**Desired Effect:** Data confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Creates and maintains a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students (4a)   |                   |
|   | Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. (4e) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.  |
| Applying<br>(3)   | The principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments <b>AND confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.</b> |
| Developing<br>(2) | The principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments.  |



## Optional Evidence

| Example Evidence for Domain 1 Element 2 |  |
|---|--|
| <input type="checkbox"/>                | Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth |
| <input type="checkbox"/>                | Data are routinely analyzed for learning gaps  |
| <input type="checkbox"/>                | Individual student reports, graphs, and charts are regularly updated to track the progress of each student     |
| <input type="checkbox"/>                | Teachers regularly meet to analyze school growth data for individual students                                  |
| <input type="checkbox"/>                | School leadership teams regularly meet to analyze individual student performance                               |
| <input type="checkbox"/>                | Teachers regularly analyze multiple sources of data about their individual students, including all subgroups   |
| <input type="checkbox"/>                | Teacher plans address the learning goals of their students   |
| <input type="checkbox"/>                | Students keep data logs regarding their individual goals and for tracking progress                             |
| <input type="checkbox"/>                | Parents have access to student achievement data systems to track student progress                              |
| <input type="checkbox"/>                | Parent-teacher conferences focus on individual student goals and progress                                      |
| <input type="checkbox"/>                | Principal consistently communicates high expectations for student achievement                                  |
| <input type="checkbox"/>                | Principal materially supports teacher teams to support academic growth and well-being of students              |

## Domain 1, Element 3: Intervention Practices

**Focus Statement:** The principal ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals.

**Desired Effect:** Data confirm interventions help each student meet achievement goals.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Develops a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs (4c)          |                   |
|   | Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps (4d) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal continually examines, revises, and expands intervention and support options for individual students to ensure they make adequate progress toward meeting achievement goals.  |
| Applying<br>(3)   | The principal ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals <b>AND confirms that interventions have helped students make progress toward those goals.</b> |
| Developing<br>(2) | The principal ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals but does not complete the task or is unsuccessful.                          |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals.  |

## Optional Evidence

### Example Evidence for Domain 1 Element 3

- ☐ Processes are in place to identify students who need interventions
- ☐ Enrichment programs are in place and monitored for effectiveness
- ☐ Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups
- ☐ Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results
- ☐ Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement
- ☐ Interventionist and classroom teachers regularly work together to track student progress
- ☐ Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM)
- ☐ Teachers can explain how implemented interventions help individual students meet their goals
- ☐ Students and/or parents can identify how interventions helped close their achievement gap
- ☐ Principal provides time and coaching for teachers to assist them to analyze student data and eliminate achievement gaps

## Domain 2: Instruction of a Viable and Guaranteed Curriculum

### Domain 2, Element 1: Instructional Vision

**Focus Statement:** The principal provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.

**Desired Effect:** Teachers implement the instructional model.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Ensures and monitors the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel (4g) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal continually examines and provides updates, so all teachers implement the instructional model.  |
| Applying<br>(3)   | The principal provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. <b>AND monitors to ensure that teachers implement the instructional model.</b> |
| Developing<br>(2) | The principal provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to provide a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. but does not complete the task or is unsuccessful.           |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to provide a clear vision for how instruction should be addressed in the school including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.   |



## Optional Evidence

### Example Evidence for Domain 2 Element 1

- ☐ The vision for instruction is shared throughout the school and community
- ☐ A written document articulating the schoolwide model of instruction is in place
- ☐ The schoolwide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
- ☐ Professional development opportunities are provided for new teachers regarding the schoolwide model of instruction
- ☐ New initiatives are prioritized and limited in number to support the instructional model
- ☐ Teachers can describe the major components of the schoolwide model of instruction
- ☐ Teachers can explain how strategies in the instructional framework promote learning for the school's student population
- ☐ Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, professional learning community notes)
- ☐ Principal monitors and ensures implementation of all Florida Educator Accomplished Practices required indicators

## Domain 2, Element 2: Predominant Practices

**Focus Statement:** The principal uses knowledge of the predominant instructional practices in the school to improve teaching.

**Desired Effect:** Teachers improve instructional practices when principal provides feedback regarding predominant instructional practices.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal regularly intervenes to ensure that ineffective instructional practices are corrected, and effective instructional practices are implemented.   |
| Applying<br>(3)   | The principal uses knowledge of the predominant instructional practices in the school to improve teaching AND <b>monitors the extent to which feedback results in teachers improving their instructional practices.</b> |
| Developing<br>(2) | The principal uses knowledge of the predominant instructional practices in the school to improve teaching.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to use knowledge of the predominant instructional practices in the school to improve teaching but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to use knowledge of the predominant instructional practices in the school to improve teaching.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 2  |
|--|
| <input type="checkbox"/> Walkthrough or other observation data are aggregated to disclose predominant instructional practices in the school<br><input type="checkbox"/> Predominant instructional practices and trends are documented and regularly shared with teachers<br><input type="checkbox"/> Accurate feedback is provided to each teacher regarding their use of research-based instructional strategies<br><input type="checkbox"/> Systems are in place to monitor the effect of predominant instructional practices for all students<br><input type="checkbox"/> Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations<br><input type="checkbox"/> Effective instructional practices and problems of practice are accurately described by the principal<br><input type="checkbox"/> Data shows teachers implement new instructional strategies when provided feedback<br><input type="checkbox"/> Data regarding predominant instructional practices are used to inform professional development opportunities<br><input type="checkbox"/> Teachers can describe the predominant instructional practices used in the school and how they affect student achievement |

## Domain 2, Element 3: Aligned Curriculum

**Focus Statement:** The principal ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan.

**Desired Effect:** Assessments accurately measure student progress toward achieving the adopted standards.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Ensures alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan (4b) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.  |
| Applying<br>(3)   | The principal ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan <b>AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.</b> |
| Developing<br>(2) | The principal ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 3   |
|---|
| <input type="checkbox"/> An understanding of the alignment of curriculum and assessments is demonstrated by the principal<br><input type="checkbox"/> Curriculum documents are in place that correlate the written curriculum to state and district standards<br><input type="checkbox"/> Resources to support curriculum align to standards<br><input type="checkbox"/> Rubrics or scales are in place that clearly delineate student levels of performance on essential standards<br><input type="checkbox"/> Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards<br><input type="checkbox"/> School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed<br><input type="checkbox"/> Assessments accurately measure adopted standards<br><input type="checkbox"/> Interventions are in place when standards are required and not incorporated<br><input type="checkbox"/> Teachers can describe the essential standards for their subject area and/or grade level |



## Domain 2, Element 4: Viable Curriculum

**Focus Statement:** The principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

**Desired Effect:** Teachers have time to instruct all essential or core standards.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status  | Required Descriptor(s)              | Evidence/Feedback |
| ✓ = Achieved  |                                     |                   |
|   | No additional required descriptors. |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.   |
| Applying<br>(3)   | The principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers <b>AND monitors the extent to which the essential standards are few and focused enough to allow adequate time for students to learn them.</b> |
| Developing<br>(2) | The principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 4  |
|--|
| <input type="checkbox"/> A written list of essential standards is in place and available to each teacher<br><input type="checkbox"/> Written curriculum has been unpacked in such a manner that essential elements/standards have been identified<br><input type="checkbox"/> A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards<br><input type="checkbox"/> Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)<br><input type="checkbox"/> Time available for specific classes and courses meets the state or district specifications for those classes and courses<br><input type="checkbox"/> Schedules are protected to allow teachers time to teach the essential curriculum/standards<br><input type="checkbox"/> A plan is in place to monitor that the essential curriculum is taught in the time available to teachers<br><input type="checkbox"/> Teachers can describe which elements are essential and can be taught in the scheduled time<br><input type="checkbox"/> Processes are implemented at the school to ensure teachers teach the essential curriculum/standards<br><input type="checkbox"/> Data are available to show that teachers teach the essential curriculum/standards |



## Domain 2, Element 5: Guaranteed Curriculum

**Focus Statement:** The principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

**Desired Effect:** Each student has equal access to instruction that directly addresses the critical content of the required curriculum.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal intervenes with teachers who do not guarantee each student has equal access to learning the critical content of the curriculum.   |
| Applying<br>(3)   | The principal ensures that each student has equal opportunity to learn the critical content of the curriculum <b>AND monitors the extent to which each student has access to instruction that directly addresses the critical content of the required curriculum.</b> |
| Developing<br>(2) | The principal ensures that each student has equal opportunity to learn the critical content of the curriculum.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that each student has equal opportunity to learn the critical content of the curriculum but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that each student has equal opportunity to learn the critical content of the curriculum.  |

### Optional Evidence

| Example Evidence for Domain 2 Element 5  |
|--|
| <input type="checkbox"/> Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum<br><input type="checkbox"/> Parents are aware of their child's current access to the essential/standards elements of the curriculum<br><input type="checkbox"/> Each student has equal access to advanced placement or other rigorous courses<br><input type="checkbox"/> Each student has a prescribed program of study that documents access to appropriate courses<br><input type="checkbox"/> Each student has equal access to courses that directly address the essential elements/standards of the required curriculum<br><input type="checkbox"/> Data are available to verify student achievement in critical content and standards<br><input type="checkbox"/> Teachers can describe the content strategies that result in the highest student learning for specific courses and topics<br><input type="checkbox"/> Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum<br><input type="checkbox"/> Appropriate technology is in place to support and enhance instruction and curriculum<br><input type="checkbox"/> The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the principal |

## Domain 3: Recruitment and Continuous Development of Teachers and Staff

### Domain 3, Element 1: Hiring and Retention

**Focus Statement:** The principal effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

**Desired Effect:** Teachers and staff continue to grow and meet their growth goals.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students (6a)                   |                   |
|   | Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content (7a) |                   |
|   | Cultivates current and potential school leaders and assists with the development of a pipeline of future leaders (7b)  |                   |
|   | Develops capacity by delegating tasks to other school leaders and holding them accountable (7c)  |                   |
|   | Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel (7d)  |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal provides interventions and support for teachers and staff who are not meeting their growth goals.  |
| Applying<br>(3)   | The principal effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans <b>AND verifies that the majority of teachers and staff continue to grow and meet their growth goals.</b> |
| Developing<br>(2) | The principal effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to effectively hire, support, and retain diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to effectively hire, support, and retain diverse and caring personnel who continually demonstrate growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.   |

## Optional Evidence

### Example Evidence for Domain 3 Element 1

- ☐ Each teacher provides and tracks progress on written pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling personnel are available
- ☐ Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
- ☐ A new teacher induction program is in place to support new teachers
- ☐ Teacher leaders are identified, supported, and provided opportunities to develop
- ☐ Personnel records reveal the principal hires and retains effective personnel
- ☐ Standardized interview processes and/or protocols are utilized
- ☐ Nondiscriminatory hiring practices are evident
- ☐ Personnel records document support system(s) are utilized to ensure personnel meet their goals
- ☐ Staff members demonstrate continuous growth in their area of responsibility
- ☐ Principal works collaboratively with teachers and other leaders to focus on growth plans and deliberate practice



## Domain 3, Element 2: Instructional Feedback

**Focus Statement:** The principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

**Desired Effect:** Teacher observation/evaluation data are consistent with student achievement data.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills (5c) |                   |
|   | Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement (6c)      |                   |
|   | Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement (6g)                |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.  |
| Applying<br>(3)   | The principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data <b>AND monitors the extent to which teacher evaluations are consistent with student achievement data.</b> |
| Developing<br>(2) | The principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data but does not complete the task or is unsuccessful.                                      |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.  |



## Optional Evidence

### Example Evidence for Domain 3 Element 2

- ☐ Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- ☐ Teacher feedback and evaluation data are based on multiple sources of information including but not limited to direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- ☐ A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
- ☐ Data show the principal provides frequent observations and meaningful feedback to teachers
- ☐ Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
- ☐ When observation data are not consistent with student achievement data, the principal works to update accuracy in assigning observational feedback
- ☐ When observation data reveal inconsistencies with student achievement data, the principal provides teachers with appropriate support and interventions

## Domain 3, Element 3: Professional Learning

**Focus Statement:** The principal ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

**Desired Effect:** The principal verifies that teachers and staff improve skills as a result of professional learning.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed (6d)  |                   |
|   | Develops school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies (6e)  |                   |
|   | Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement (6f)   |                   |
|   | Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes (6i) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal continually re-evaluates the professional learning program to ensure that it remains focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.                          |
| Applying<br>(3)   | The principal ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals <b>AND verifies that the majority of teachers and staff improve their skills.</b> |
| Developing<br>(2) | The principal ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals but does not complete the task or is unsuccessful.              |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.  |

## Optional Evidence

| Example Evidence for Domain 3 Element 3 |   |
|---|---|
| <input type="checkbox"/>                | Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training                       |
| <input type="checkbox"/>                | A written professional development plan is clearly based on identified needs of school personnel and is revised when new data indicates |
| <input type="checkbox"/>                | Online professional development courses and resources are available to teachers and staff regarding their growth goals                  |
| <input type="checkbox"/>                | Teacher and staff participation in professional development activities is recorded and tracked  |
| <input type="checkbox"/>                | Teacher-led professional development is available to teachers regarding their instructional growth goals                                |
| <input type="checkbox"/>                | Instructional coaching is available to teachers to help them achieve their instructional growth goals                                   |
| <input type="checkbox"/>                | Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff            |
| <input type="checkbox"/>                | Data are collected linking professional learning to achievement of school and district goals  |
| <input type="checkbox"/>                | Teachers and staff can describe how professional development supports attainment of growth goals  |
| <input type="checkbox"/>                | Teachers and staff implement new strategies after attending professional development  |
| <input type="checkbox"/>                | Interventions are documented for staff who do not utilize professional development opportunities  |



## Domain 4: Community of Care and Collaboration

### Domain 4, Element 1: Teacher Collaboration

**Focus Statement:** The principal ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

**Desired Effect:** Teachers working in collaborative groups enhance instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps (5d)   |                   |
|   | Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability (6h) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal continually re-evaluates that teachers work productively in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.   |
| Applying<br>(3)   | The principal ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student <b>AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.</b> |
| Developing<br>(2) | The principal ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.  |



## Optional Evidence

| Example Evidence for Domain 4 Element 1 |  |
|---|--|
| <input type="checkbox"/>                | Professional Learning Communities (PLCs) are in place and meet regularly   |
| <input type="checkbox"/>                | PLCs have written goals and norms  |
| <input type="checkbox"/>                | Progress of PLCs toward their goals is regularly examined by the principal   |
| <input type="checkbox"/>                | Formative student achievement and growth data are analyzed by PLCs   |
| <input type="checkbox"/>                | Teachers have opportunities to observe other teachers  |
| <input type="checkbox"/>                | Teachers work collaboratively to write standards-based unit plans and assessments  |
| <input type="checkbox"/>                | Teachers routinely examine student work for alignment to standards   |
| <input type="checkbox"/>                | To maintain a focus on student achievement, the principal collects and reviews minutes, notes, and goals from PLC meetings |
| <input type="checkbox"/>                | Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices              |
| <input type="checkbox"/>                | Ongoing interventions are in place for teams or teachers who do not work as a PLC  |

## Domain 4, Element 2: Shared Responsibility

**Focus Statement:** The principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

**Desired Effect:** Through shared decision-making the school continues to improve its overall effectiveness.

| All required descriptors must receive feedback at least once during the year. |                                     |                   |
|---|-------------------------------------|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)              | Evidence/Feedback |
|   | No additional required descriptors. |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.   |
| Applying<br>(3)   | The principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school <b>AND monitors the extent to which the decision-making process improves the effectiveness of the school.</b> |
| Developing<br>(2) | The principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |

### Optional Evidence

| Example Evidence for Domain 4 Element 2  |
|--|
| <input type="checkbox"/> Teachers are made aware of the specific types of decisions in which they will have direct input<br><input type="checkbox"/> Data-gathering techniques are in place to collect information from teachers<br><input type="checkbox"/> Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)<br><input type="checkbox"/> Groups of teachers are selected and utilized to provide input regarding specific decisions<br><input type="checkbox"/> Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects<br><input type="checkbox"/> The school leadership team has critical roles in facilitating school initiatives<br><input type="checkbox"/> Data are available to show how input is used by the principal<br><input type="checkbox"/> Principal can describe the systematic processes in place to solicit teacher input |

## Domain 4, Element 3: School Community Input

**Focus Statement:** The principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

**Desired Effect:** All students have access to quality core instruction in a child-centered school.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders (3e) |                   |
|   | Understands, values, and employs the community's cultural, social, and intellectual context and resources (8a)  |                   |
|   | Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders (8b)  |                   |
|   | Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance (8e)  |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal intervenes and seeks assistance if the school does not utilize community input to provide access to quality core instruction for each student.  |
| Applying<br>(3)   | The principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance <b>AND monitors the extent to which the input from staff, students, parents, and the community is utilized to improve student access to quality core instruction.</b> |
| Developing<br>(2) | The principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.  |

## Optional Evidence

### Example Evidence for Domain 4 Element 3

- ☐ Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding how the school is meeting the needs of each student
- ☐ Use of interactive or social media is provided for staff, students, parents, and community to provide input
- ☐ Focus group meetings with students and parents are routinely scheduled
- ☐ Principal hosts and/or speaks at community/business events
- ☐ Use of input data is made transparent
- ☐ Data are available to show that input from the school's population is valued and used
- ☐ Examples of how input from the school community results in change and improvements are available
- ☐ Processes are made available for how data gathered from stakeholders at the school is incorporated in school planning
- ☐ Survey data indicates that the school is perceived as a child-centered school
- ☐ Staff, students, parents, and community members report that their input is valued and used by the principal to improve the functioning of the school
- ☐ Principal models, coaches, and advocates for respectful communication and conflict management among all stakeholders



## Domain 4, Element 4: Celebration and Recognition

**Focus Statement:** The principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

**Desired Effect:** Each member of the school feels valued and honored.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Recognizes individuals for contributions toward the school vision and mission (2e)   |                   |
|   | Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community (8d) |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal actively seeks a variety of methods for acknowledging individual and schoolwide success that meet the unique needs of students, faculty, and staff.   |
| Applying<br>(3)   | The principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community <b>AND monitors to ensure people feel valued and honored for their contributions.</b> |
| Developing<br>(2) | The principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community but does not complete the task or is unsuccessful.                  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.  |

### Optional Evidence

| Example Evidence for Domain 4 Element 4   |
|---|
| <input type="checkbox"/> Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)<br><input type="checkbox"/> Incremental successes of students and teachers are routinely recognized<br><input type="checkbox"/> Successes of the diverse school community are celebrated<br><input type="checkbox"/> Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated<br><input type="checkbox"/> Perception inventories and other feedback data document that each member of the school feels valued and honored<br><input type="checkbox"/> Adaptations to current practices are made after analysis of feedback data<br><input type="checkbox"/> Staff, students, parents, and community report their accomplishments are adequately acknowledged and celebrated<br><input type="checkbox"/> Celebrations demonstrate understanding of the cultures represented in the school |

## Domain 5: Core Values

### Domain 5, Element 1: Leadership Attributes

**Focus Statement:** The principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.

**Desired Effect:** The principal is recognized in the school community as a leader who continues to enhance their leadership skills.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule (1d) |                   |
|   | Collaborates with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies (2a)     |                   |
|   | Collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students (2c)       |                   |
|   | Strategically develops and implements systems to achieve the vision and mission of the school – reflecting and adjusting when applicable (2d)   |                   |
|   | Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback (6b)                      |                   |
|   | Maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders (8c)  |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal actively seeks expertise/mentors for validation and feedback to enhance leadership skills.   |
| Applying<br>(3)   | The principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth <b>AND monitors the extent to which the school community perceives that the leader continues to enhance their leadership skills.</b> |
| Developing<br>(2) | The principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth.   |
| Beginning<br>(1)  | The principal <b>attempts</b> to maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth.  |

## Optional Evidence

| Example Evidence for Domain 5 Element 1 |   |
|---|---|
| <input type="checkbox"/>                | Core values of the school are modeled by the principal  |
| <input type="checkbox"/>                | Goals, mission, and vision of the school, and their alignment to State Board of Education and district initiatives are clearly communicated   |
| <input type="checkbox"/>                | Principal works with staff and community to develop and implement systems to promote student success and well-being                           |
| <input type="checkbox"/>                | Professional development activities consistent with the leader's growth plan have been identified   |
| <input type="checkbox"/>                | Problem-solving and decision-making skills are demonstrated   |
| <input type="checkbox"/>                | Regular interactions with an identified mentor are documented   |
| <input type="checkbox"/>                | Communication is clear and accurate   |
| <input type="checkbox"/>                | Multiple media sources are utilized to communicate with staff and community   |
| <input type="checkbox"/>                | Evidence demonstrates that the principal acts and makes decisions with a high standard of ethics  |
| <input type="checkbox"/>                | Data indicate that school and community members perceive the leader as visible, welcoming, and approachable                                   |
| <input type="checkbox"/>                | Faculty and staff describe the principal as effectively communicating those non-negotiable factors that have an impact on student achievement |



## Domain 5, Element 2: Fostering Trust

**Focus Statement:** The principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

**Desired Effect:** All decisions reflect a focus on student rights and outcomes.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. (1b) |                   |
|   | Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community (1c)          |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal actively seeks out validation and feedback from multiple sources regarding perception in the school community.  |
| Applying<br>(3)   | The principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers AND <b>monitors whether decisions reflect a focus on students' rights and outcomes.</b> |
| Developing<br>(2) | The principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to gain the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers but does not complete the task or is unsuccessful.                  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to gain the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.  |



## Optional Evidence

### Example Evidence for Domain 5 Element 2

- ☐ Perception inventories and/or other data indicate that the principal is recognized by the school community as one who is willing to "take on tough issues"
- ☐ Ethical decisions and practices are evident in all aspects of the work performed by the leader
- ☐ Student policies and procedures are fair, unbiased, and responsive to student backgrounds and needs
- ☐ Data reveal that the principal acknowledges when school and individual goals have not been met or initiatives have failed and revises the plan to ensure success for each student
- ☐ Positive relationships are developed with staff, faculty, students, parents, and community
- ☐ Principal provides leadership consistent with the principles of individual freedom
- ☐ Perception inventories and/or other data show that the principal performs with integrity and in the best interest of each student
- ☐ Faculty and staff describe the principal as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn
- ☐ Faculty and staff describe the principal as one whose actions support their talk and expectations

# School Administrator Evaluation System



## Domain 5, Element 3: Safety and Security

**Focus Statement:** The principal creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

**Desired Effect:** The school is safe and responsive to each student.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe (3i)  |                   |
|   | Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment (3k)  |                   |
|   | Collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions (3l)   |                   |
|   | Develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment (5a)   |                   |
|   | Cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner (5b) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and responsive environment.   |
| Applying<br>(3)   | The principal creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities <b>AND monitors the extent to which the school is safe and responsive to each student.</b> |
| Developing<br>(2) | The principal creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.   |
| Beginning<br>(1)  | The principal <b>attempts</b> to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities but does not complete the task or is unsuccessful.                        |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.  |

## Optional Evidence

### Example Evidence for Domain 5 Element 3

- ☐ Safety and security policies and practices are regularly analyzed and revised with input from all stakeholders
- ☐ Policies and practices regarding results of behavioral interventions such as suspensions and expulsions are reviewed and revised as necessary
- ☐ Stakeholders contribute to a plan to address chronic absenteeism
- ☐ Decision-making reflects responsiveness to student backgrounds and needs
- ☐ Clear and specific rules and procedures are in place
- ☐ Faculty and staff are provided the means to communicate about the safety of the school
- ☐ Emergency management procedures for specific incidents are practiced and regularly communicated
- ☐ Faculty and school community describe the school as a safe and orderly place
- ☐ Systems are in place for mass communication to parents (e.g. a call out system, mass texting)
- ☐ Teachers foster positive relationships with students and the community
- ☐ Coordination with local law enforcement agencies regarding school safety issues is a routine event
- ☐ Student, parents, and community provide input regarding issues of school safety



## Domain 6: Resource Management

### Domain 6, Element 1: Building Resources

**Focus Statement:** The principal ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices.

**Desired Effect:** Responsible management of resources support instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices (3a)  |                   |
|   | Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs (3b)                      |                   |
|   | Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning (3c)                                       |                   |
|   | Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning (3d) |                   |

| Scale Value       | Description  |
|-------------------|--|
| Innovating<br>(4) | The principal adjusts or creates new strategies to ensure all resources support effective instruction and student achievement.   |
| Applying<br>(3)   | The principal ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices <b>AND can explain how responsible management of fiscal, technological, and physical resources has supported instruction and student achievement.</b> |
| Developing<br>(2) | The principal ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices.  |



## Optional Evidence

| Example Evidence for Domain 6 Element 1 |  |
|---|--|
| <input type="checkbox"/>                | Budgets are clearly aligned and prioritized to support instruction and achievement   |
| <input type="checkbox"/>                | Resources and materials reflect the assets and interests of students and parents in the community  |
| <input type="checkbox"/>                | Effective management of human resources that provide support for instruction and achievement is documented by the principal (e.g. support staff) |
| <input type="checkbox"/>                | Principal assigns instructional personnel to roles that help to address all student needs  |
| <input type="checkbox"/>                | Principal effectively manages building schedules and tasks to maximize instructional staff's time to focus on teaching and learning              |
| <input type="checkbox"/>                | Operations and facility resources are managed effectively to provide support for instruction   |
| <input type="checkbox"/>                | Faculty and staff report that they have adequate materials to teach effectively  |
| <input type="checkbox"/>                | Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources                                      |
| <input type="checkbox"/>                | Technology resources are provided that improve the quality and efficiency of operational management  |
| <input type="checkbox"/>                | Principal analyzes the use of technology to improve the efficiency of operations   |
| <input type="checkbox"/>                | Analysis of utilized technology confirms how it supports effective teaching and improved learning  |

## Domain 6, Element 2: Community Engagement

**Focus Statement:** The principal utilizes systematic processes to engage district, governing board, and external entities in support of school improvement.

**Desired Effect:** Data confirms that use of community and external resources supports school improvement.

| All required descriptors must receive feedback at least once during the year. |  |                   |
|---|--|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)   | Evidence/Feedback |
|   | Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation (3g) |                   |
|   | Develops and maintains effective relationships with the district office and governing board (3h)   |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.   |
| Applying<br>(3)   | The principal utilizes systematic processes to engage district, governing board, and external entities in support of school improvement <b>AND monitors data to determine if community and external resources support school improvement.</b> |
| Developing<br>(2) | The principal utilizes systematic processes to engage district, governing board, and external entities in support of school improvement.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to utilize systematic processes to engage district, governing board, and external entities in support of school improvement but does not complete the task or is unsuccessful.                                  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to utilize systematic processes to engage district, governing board, and external entities in support of school improvement.  |

### Optional Evidence

| Example Evidence for Domain 6 Element 2  |
|--|
| <input type="checkbox"/> Principal accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)<br><input type="checkbox"/> Budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction<br><input type="checkbox"/> District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)<br><input type="checkbox"/> University partnerships are utilized to provide support for the school<br><input type="checkbox"/> Partnerships with external entities are actively pursued<br><input type="checkbox"/> Principal communicates regularly with feeder and/or connecting schools to maintain curricular and instructional clarity<br><input type="checkbox"/> Partnerships are monitored to determine how they impact the school<br><input type="checkbox"/> Documentation of how outside resources supports school improvement is available |

## Domain 6, Element 3: Compliance and Accountability

**Focus Statement:** The principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

**Desired Effect:** Compliance to rules and regulations is demonstrated to support effective instruction and student achievement.

| All required descriptors must receive feedback at least once during the year. |   |                   |
|---|---|-------------------|
| Status<br>✓ = Achieved  | Required Descriptor(s)  | Evidence/Feedback |
|   | Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies (1a) |                   |
|   | Informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults (3f)  |                   |
|   | Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. (3j)  |                   |

| Scale Value       | Description   |
|-------------------|---|
| Innovating<br>(4) | The principal continually monitors compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.   |
| Applying<br>(3)   | The principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student <b>AND monitors to verify the extent to which compliance to rules and regulations supports effective instruction and student achievement.</b> |
| Developing<br>(2) | The principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.  |
| Beginning<br>(1)  | The principal <b>attempts</b> to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student but does not complete the task or is unsuccessful.  |
| Not Using<br>(0)  | The principal <b>does not attempt</b> to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.  |

## Optional Evidence

| Example Evidence for Domain 6 Element 3  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Curriculum materials and other resources meet district, state, or federal specifications</li><li><input type="checkbox"/> Adherence to district and state policies and procedures is evident</li><li><input type="checkbox"/> Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)</li><li><input type="checkbox"/> Principal provides evidence of regular communication with the school community about current local, state, and federal laws and regulations related to education</li><li><input type="checkbox"/> Principal regularly analyzes and revises safety and security protocols</li><li><input type="checkbox"/> Evidence of compliance with the Principles of Professional Conduct for the Education Profession in Florida is documented</li><li><input type="checkbox"/> Data reveal how compliance to rules and regulations supports instruction and student achievement</li><li><input type="checkbox"/> When compliance to rules and regulations is not evident, interventions are put in place</li></ul> |



### Appendix C – Student Performance Measures

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

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one third of the school leader's final score. The student growth measure is the school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

| Score Received from FLDOE | Score used in PCS |
|---------------------------|-------------------|
| 4                         | 4                 |
| 3                         | 3                 |
| 2                         | 2                 |
| 1                         | 1                 |

## Appendix D – Summative Evaluation Forms

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

Final Evaluation for

**Finished** Needs Attention

Print

Learner:

Evaluator:

Evaluation Category:

Observation Period:

Date Submitted:

Learner UUID:

Buildings:

Leadership Category 1

Aug 1, 2022 to Jul 31, 2023  
America/New\_York

May 30, 2023

Final Score: 3.36 - Effective

Leadership Practice

Weight: 56.7%

3.22

Effective

Deliberate Practice

Weight: 10.0%

4.0

Highly Effective

Student Growth

Weight: 33.3%

3.4

Effective

Observations used in this Evaluation

| Manually Added | Obs. Type | Type   | Finished                | Form   | Observer |                      |
|----------------|-----------|--------|-------------------------|--|----------|----------------------|
| No             | Standard  | Formal | May 25, 2023 2:01:48 PM | Marzano Focused School Leader Evaluation Model |          | <a href="#">View</a> |

Frequency Requirements

Marzano Focused School Leader Evaluation Model

Formal, expected 1, actual 1

Final Score Scale

Range: 0.0 - 4.0

| Label   | Highly Effective | Effective   | Developing  | Unsatisfactory |
|---------|------------------|-------------|-------------|----------------|
| Details | 3.45 - 4.0       | 2.45 - 3.44 | 1.45 - 2.44 | 0.0 - 1.44     |

Leadership Practice: 3.22 - Effective

Leadership Practice Scale

Weight: 56.7% | Range: 0.0 - 4.0

| Label   | Highly Effective | Effective   | Developing  | Unsatisfactory |
|---------|------------------|-------------|-------------|----------------|
| Details | 3.45 - 4.0       | 2.45 - 3.44 | 1.45 - 2.44 | 0.0 - 1.44     |

# School Administrator Evaluation System

## Domain I: A Data-Driven Focus on School Improvement

Score: 3.33 - Effective

Weight: 20.0%

| Look-for   | Last Observations | Evaluation Score |
|--|-------------------|------------------|
| I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school. ▼                      | In                | Innovating 4     |
| I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals. ▼ | Ap                | Applying 3       |
| I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals. ▼              | Ap                | Applying 3       |

Domain I: A Data-Driven Focus on School Improvement Score: 3.33

## Domain II: Instruction of a Viable and Guaranteed Curriculum

Score: 3.0 - Effective

Weight: 20.0%

| Look-for   | Last Observations | Evaluation Score |
|--|-------------------|------------------|
| II(1): The school leader provides a clear vision for how instruction should be addressed in the school. ▼  | Ap                | Applying 3       |
| II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching. ▼                            | Ap                | Applying 3       |
| II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards. ▼                | Ap                | Applying 3       |
| II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers. ▼ | Ap                | Applying 3       |
| II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum. ▼                        | Ap                | Applying 3       |

Domain II: Instruction of a Viable and Guaranteed Curriculum Score: 3.0

## Domain III: Continuous Development of Teachers and Staff

Score: 3.33 - Effective

Weight: 15.0%

| Look-for  | Last Observations | Evaluation Score |
|---|-------------------|------------------|
| III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans. ▼  | In                | Innovating 4     |
| III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data. ▼ | Ap                | Applying 3       |
| III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals. ▼                   | Ap                | Applying 3       |


Domain III: Continuous Development of Teachers and Staff Score: 3.33

## School Administrator Evaluation System

### Domain IV: Community of Care and Collaboration

Score: 3.0 - Effective

Weight: 15.0%


| Look-for  | Last Observations   | Evaluation Score   |
|---|---|--|
| IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student. ▼                      |  | Applying  |
| IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school. ▼ |  | Applying  |
| IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community. ▼   |  | Applying  |
| IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student. ▼   |  | Applying  |

Domain IV: Community of Care and Collaboration Score: 3.0

### Domain V: Core Values

Score: 3.67 - Highly Effective

Weight: 15.0%

| Look-for  | Last Observations  | Evaluation Score  |
|---|--|---|
| V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth. ▼                     |   | Innovating   |
| V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student. ▼ |   | Applying     |
| V(3): The school leader ensures that the school is perceived as safe and culturally responsive. ▼   |  | Innovating  |

Domain V: Core Values Score: 3.67

### Domain VI: Resource Management

Score: 3.0 - Effective

Weight: 15.0%

| Look-for  | Last Observations   | Evaluation Score   |
|---|---|--|
| VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student. ▼ |  | Applying  |
| VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement. ▼  |  | Applying  |
| VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student. ▼                 |  | Applying  |

Domain VI: Resource Management Score: 3.0

## Deliberate Practice: 4.0 - Highly Effective

### Deliberate Practice Scale

Weight: 10.0% | Range: 0.0 - 4.0

| Label   | Highly Effective | Effective   | Developing  | Unsatisfactory |
|---------|------------------|-------------|-------------|----------------|
| Details | 3.45 - 4.0       | 2.45 - 3.44 | 1.45 - 2.44 | 0.0 - 1.44     |



# School Administrator Evaluation System

## Deliberate Practice

Score: 4.0 - Highly Effective

Weight: 10.0%

| Target Elements  | Growth Score           |
|--|------------------------|
| IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.<br><i>Dropped</i> | N/A                    |
| I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.  | 4.0 - Highly Effective |

## Student Growth: 3.4 - Effective

### Student Growth Scale

Weight: 33.3% | Range: 0.0 - 4.0

| Label   | Highly Effective | Effective   | Developing  | Unsatisfactory |
|---------|------------------|-------------|-------------|----------------|
| Details | 3.45 - 4.0       | 2.45 - 3.44 | 1.45 - 2.44 | 0.0 - 1.44     |

### Student Growth

Weight: 33.3%

**3.4**

Effective

## Overall Evaluation Comments

### Comments

Comment:

Save Comment

## Approval and Notifications

### Signatures *Needs Attention*

#### Acknowledgements:

acknowledged this evaluation on May 30, 2023 3:43:17 PM.

acknowledged this evaluation on May 30, 2023 6:13:04 PM.

#### Learner Comments:

#### \*Additional Acknowledgments:

☐ I, , acknowledge the Final Score rating for of 3.36 - Effective.

has not yet acknowledged the Final Score rating.

acknowledged the Deliberate Practice rating on May 30, 2023 3:43:17 PM.

acknowledged receiving the Deliberate Practice rating **4.0 - Highly Effective** on May 30, 2023 6:13:04 PM.

☐ I, , acknowledge the Student Growth rating for of 3.4 - Effective.

has not yet acknowledged the Student Growth rating.

acknowledged the Leadership Practice rating on May 30, 2023 3:43:17 PM.

acknowledged receiving the Leadership Practice rating **3.22 - Effective** on May 30, 2023 6:13:04 PM.