



Pasco County Schools 2015-16

Administrative Evaluation System Template



Rule 6A-5.030
Form AEST-2015
Effective Date: July 1, 2015

Pasco County Schools
Kurt Browning, Superintendent
Pasco County Schools 2015-16

Table of Contents

1. Performance of Students
2. Instructional Leadership
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval

Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

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

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

School Administrators Student Performance Measure:

All school leader evaluations will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than three most recent years of data are available, those years for which data are available must be used.

Instructional Assignment	Performance Measure for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Assistant Principal	School-wide VAM	35%
Principal	School-wide VAM	35%

The calculation of the School-wide VAM will be based on the following rubric, as calculated by the FLDOE:

Categorical Score	= Points
Highly Effective	4
Effective	3
Needs Improvement/Developing	2
Unsatisfactory	1

2. Instructional Leadership

Directions

The district shall provide:

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

.....

Overview

The purpose of the Pasco County School Leader Assessment (PCSLA) is to recruit, develop, reward, and retain effective and highly effective principals and assistant principals in order to achieve the district vision of 100% student success.

The PCSLA promotes administrator reflection and is designed to provide on-going feedback that will promote continual professional growth.

Building leadership is critical to school success, second only to the classroom instruction in influencing student learning. School leaders affect student learning and classroom instruction through the promotion of teacher continual professional growth, providing resources, using data, creating a meaningful and safe learning environment and affecting motivation and working conditions.

School leaders are critical to schools' success, and as such, support and development of continual leadership growth is a necessary element of student learning and school effectiveness. The evaluation system is designed to support the continual growth of building leaders in order to achieve the district vision of 100% student success.

Framework:

Pasco County Schools utilizes the Marzano School Leader Evaluation Model, with three metrics: student growth measures, performance review, and deliberate practice.

The Marzano School Leader Evaluation System is based on extensive review of four primary sources: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study What Works in Oklahoma Schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and (4) the Marzano (2003) study of school effectiveness. This research identified 24 categories of principal actions and behaviors that effective school leaders must exhibit. The 24 categories, referred to as elements, are divided into five domains:

- A Data-Driven Focus on Student Achievement
- Continuous Improvement of Instruction
- A Guaranteed and Viable Curriculum
- Cooperation and Collaboration
- School Climate

While the system is effective independently, The Marzano School Leader Evaluation Model is designed to correspond with the Marzano Teacher Evaluation Model to maximize impact on raising student achievement. The Marzano Teacher Evaluation is being utilized in Pasco County Schools.

The Deliberate Practice component is designed to support the intentional and continual development of school leaders to influence student achievement, leadership skill and the overall school climate. The individual identifies learning goals using a description of what the leader will know and/or be able to do. The focus should be of sufficient substance to take at least six weeks or longer to master. The evaluator and the administrator being evaluated will meet periodically to monitor progress. The Deliberate Practice process should include a progressive timeline for mastery of the learning goals.

Observations:

Pasco County Schools Leaders will be evaluated by their direct supervisor (i.e. assistant principals will be evaluated by their principal and the principals will be evaluated by their area superintendent).

The Marzano School Leader Evaluation System is observed and regularly evaluated by the supervising administrator throughout the school year. Administrators provide scripting and upload evidence in the electronic platform my Professional Growth System (myPGS). myPGS is the electronic platform in which the Marzano School Leader Evaluation System is kept for observation and evaluation purposes.

In addition to the observed administrator scripting and uploading evidence into myPGS, the supervising administrator meets with the observed administrator at least four times a year to reflect on his/her progress and develops and action plan to work on for the proceeding quarter. These meetings and any other observation conducted are documented in myPGS in the appropriate domains & elements. At the end of the school year, the supervising administrator utilizes the observations and documentation in myPGS to rate the observed administrator. The scores and calculations of the evaluation will be addressed later in this section.

For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion will make up 65% of the administrators overall evaluation score.

Alignment to Florida Principal Leadership Standards:

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. Student Learning Results: Effective school leaders achieve results on the Schools' student learning goals.	
a. The Schools' learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Domain 1 – Elements 1 & 2 Domain 3-Elements 1
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Domain 1 - Elements 1, 2, 3 & 4 Domain 2-Elements 3 & 4
2. Student Learning As a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	Domain 1 – Elements 1, 2, & 4 Domain 2- Elements 1 & 3 Domain 4- Element 3
b. Maintains a school climate that supports student engagement in learning;	Domain 3 –Element 3 Domain 4-Elements 3 & 4 Domain 5- Element 2
c. Generates high expectations for learning growth by all students; and,	Domain 1- Element 1
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Domain 3- Element 1
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	Domain 2- Element 1
b. Engages in data analysis for instructional planning and improvement;	Domain 1-Elements 3, 4 & 5 Domain 2- Elements 3 & 4
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Domain 2- Element 4 Domain 3- Elements 1, 2 & 3 Domain 4- Element 3
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Domain 1- Elements 1 & 2
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Domain 3- Element 1 Domain 4- Element 3

4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Domain 1- Elements 1 & 5 Domain 2- Elements 1, 2 & 5 Domain 4- Elements 1 & 3 Domain 5- Element 5
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Domain 2- Elements 3 & 4
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Domain 2- Element 2
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Domain 1- Elements 3-4 Domain 2- Elements 1-5
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Domain 1- Elements 1 & 5 Domain 2- Elements 4 & 5 Domain 3- Element 1-3 Domain 4- Elements 3 Domain 5- Element 5
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Domain 4- Elements 1 & 3 Domain 5- Element 5
5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Domain 5- Elements 3 & 4
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Domain 2- Element 3 Domain 4- Elements 4 & 5
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Domain 5- Elements 2 & 6
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Domain 2- Elements 3 & 4
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Domain 1- Element 5 Domain 4 – Element 3 Domain -5 Elements 2 & 6
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Domain 2- Element 3 Domain 3- Element 3 Domain 4- Elements 4 & 5 Domain 5- Elements 2 & 6
Domain 3: Organizational Leadership	
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Domain 5- Element 1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Domain 5- Element 1
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Domain 5- Elements 1 & 2
d. Empowers others and distributes leadership when appropriate; and,	Domain 4- Elements 2 & 4
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Domain 4- Element 2 & 4 Domain 5- Element 5
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	Domain 4- Elements 2 & 4
b. Provides evidence of delegation and trust in subordinate leaders;	Domain 4- Elements 2 & 4
c. Plans for succession management in key positions;	Domain 4- Element 4
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Domain 4- Elements 2 & 4
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Domain 4- Element 4 Domain 5- Element 4
8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	Domain 5- Element 5
b. Establishes appropriate deadlines for him/herself and the entire organization;	Domain 1- Elements 1 & 2 Domain 5- Elements 1 & 5
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Domain 4- Elements 1-4

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Domain 5- Element 5
9. Communication:	
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Domain 4- Elements 2 & 5
b. Recognizes individuals for effective performance;	Domain 5- Element 6
c. Communicates student expectations and performance information to students, parents, and community;	Domain 1- Elements 1, 2 & 5 Domain 2- Elements 1 Domain 3- Element 1
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Domain 4- Element 5 Domain 5- Element 1
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Domain -4 Elements 4 & 5
f. Utilizes appropriate technologies for communication and collaboration; and,	Domain 4- Element 5 Domain 5- Element 1
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Domain 1- Elements 1 & 2 Domain 2- Elements 1 & 4 Domain 3- Elements 1-3
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors:	
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Domain 5- Element 1
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Domain 5- Elements 1 & 2
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Domain 5- Element 2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Domain 5- Elements 1 & 2
e. Demonstrates willingness to admit error and learn from it; and,	Domain 5- Elements 1 & 2
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Domain 5- Elements 1

Scoring Rubric:

The Marzano School Leader Evaluation Model consists of five domains and 24 elements. All elements in the School Leader Evaluation Model are given a rating & associated score of Not Using (0), Beginning (1), Developing/Needs Improvement (2), Applying (3), and Innovating (4) based on the protocols and rubrics given below.

Each domains overall score will be the mean score of all elements within the domain. Each domain score will be multiplied by 20%, which will count toward the overall Status Score. The Status Score will make up 50% of the overall summative evaluation score. Deliberate Practice will make up 15% of the overall evaluation score and the Student Performance Measure will make up the other 35% of the overall evaluation score.

Domain 1 (20%)	Domain 2 (20%)	Domain 3 (20%)	Domain 4 (20%)	Domain 5 (20%)
Element 1	Element 1	Element 1	Element 1	Element 1
Element 2	Element 2	Element 2	Element 2	Element 2
Element 3	Element 3	Element 3	Element 3	Element 3
Element 4	Element 4		Element 4	Element 4
Element 5	Element 5		Element 5	Element 5
				Element 6

Element scores in each domain are averaged together for an overall domain score. Each domain scored is multiplied by 20%

School Leader Evaluation Protocols & Rubrics:

Domain 1: A Data-Driven Focus on Student Achievement

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>	<i>The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>

Evidences for Element 1 of Domain 1

- Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- Written goals are established for eliminating differences in achievement for students at different socioeconomic levels
- Written goals are established for eliminating differences in achievement for students of differing ethnicities
- School-wide achievement goals are posted so that faculty and staff see them on a regular basis
- School-wide achievement goals are discussed regularly at faculty and staff gatherings
- Faculty and staff can describe the school-wide achievement goals
- Faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- Improvement goals are assigned to various departments and faculty
- Written goals are established for eliminating the achievement gap for all students
- Written goals are established for eliminating the differences in achievement for English language learners
- Written goals are established for eliminating the differences in achievement for students with disabilities
- Written goals address the most critical and severe deficiencies
- Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal

Place District Name Here

Page 10

Administrator Evaluation System Template

© 2012 Robert J. Marzano • These materials may be used for free in paper form and may only be digitized in iObservation data system (www.iObservation.com). Schools or districts seeking to digitize these materials in their own proprietary platform should contact Learning Sciences International.

Domain 1: A Data-Driven Focus on Student Achievement

2. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.</i>	<i>The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors teachers' and their students' understanding of individual student goals.</i>	<i>The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.</i>	<i>The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.</i>

Evidences for Element 2 of Domain 1

- *Written goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments*
- *Written goals accompanied by proficiency scales are established for each student in terms of their knowledge gain*
- *When asked, students are aware of their status on the achievement goals specific to them*
- *Students keep data notebooks regarding their individual goals*
- *When asked, parents are aware of their child's achievement goals*
- *Student-led conferences focus on the individual student's goals*
- *Parent-teacher conferences focus on the individual student's goals*
- *Students perceive that their individual goals are academically challenging*

Domain 1: A Data-Driven Focus on Student Achievement

3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.</i>	<i>The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward the goal.</i>	<i>The school leader ensures that data are available for tracking overall student achievement.</i>	<i>The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that data are available for tracking overall student achievement.</i>

Evidences for Element 3 of Domain 1

- *Reports, graphs, and charts are available for overall student achievement*
- *Student achievement is examined from the perspective of value-added results*
- *Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)*
- *When asked, faculty and staff can describe the different types of reports available to them*
- *Reports, graphs, and charts are regularly updated to track growth in student achievement*
- *School leadership teams regularly analyze school growth data*
- *Data briefings are conducted at faculty meetings*

Domain 1: A Data-Driven Focus on Student Achievement

4. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.</i>	<i>The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.</i>	<i>The school leader ensures that data are available for individual student achievement.</i>	<i>The school leader attempts to ensure that data are available for individual student achievement, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that data are available for individual student achievement.</i>

Evidences for Element 4 of Domain 1

- Reports, charts, and graphs are available for individual students depicting their status and growth
- When asked, individual students and their parents can describe their achievement status and growth
- Individual student achievement is examined from the perspective of value-added results
- Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
- When asked, faculty can describe the different types of individual student reports available to them
- Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
- Teachers regularly analyze school growth data for individual students
- School leadership teams regularly analyze individual student performance

Domain 1: A Data-Driven Focus on Student Achievement

5. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually examines and expands the options for individual students to make adequate progress.</i>	<i>The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether students are successfully completing those programs.</i>	<i>The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.</i>	<i>The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.</i>

Evidences for Element 5 of Domain 1

- *Extended school day and week programs are in place*
- *Extended school year programs are in place*
- *After-school programs are in place*
- *Tutorial programs are in place*
- *The school schedule is designed so that students can receive academic help while in school*
- *Individual student completion of programs designed to enhance their academic achievement is monitored (i.e., gifted and talented, advanced placement, STEM, etc.)*
- *Response to intervention measures are in place*
- *Enrichment programs are in place*

Domain 2: Continuous Improvement of Instruction

1. The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place.</i>	<i>The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.</i>

Evidences for Element 1 of Domain 2

- *A written document articulating the school-wide model of instruction is in place*
- *Professional development opportunities are provided for new teachers regarding the school-wide model of instruction*
- *When asked, teachers can describe the major components of the school-wide model of instruction*
- *New initiatives are prioritized and limited in number to support the instructional model*
- *The school-wide language of instruction is used regularly in faculty and department meetings*
- *The school-wide language of instruction is used regularly by faculty in their informal conversations*
- *The school-wide language of instruction is used regularly by faculty in their professional learning communities*

Domain 2: Continuous Improvement of Instruction

1. The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place.</i>	<i>The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.</i>

Evidences for Element 1 of Domain 2

- *A written document articulating the school-wide model of instruction is in place*
- *Professional development opportunities are provided for new teachers regarding the school-wide model of instruction*
- *When asked, teachers can describe the major components of the school-wide model of instruction*
- *New initiatives are prioritized and limited in number to support the instructional model*
- *The school-wide language of instruction is used regularly in faculty and department meetings*
- *The school-wide language of instruction is used regularly by faculty in their informal conversations*
- *The school-wide language of instruction is used regularly by faculty in their professional learning communities*

Domain 2: Continuous Improvement of Instruction

2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.</i>	<i>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals.</i>	<i>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</i>	<i>The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</i>

Evidences for Element 2 of Domain 2

- *Individual teachers have written statements of their pedagogical growth goals*
- *Individual teachers keep track of their progress on their pedagogical growth goals*
- *The school leader meets with teachers regarding their growth goals*
- *When asked, teachers can describe their progress on their pedagogical growth goals*
- *The school leader has demonstrated a track record of hiring effective teachers*
- *The school leader has a system in place to effectively evaluate the selection process for hiring new teachers*
- *The school leader has a system in place to effectively evaluate and revise the new teacher induction program*
- *The school leader has a track record of retaining effective teachers*
- *When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers*

Domain 2: Continuous Improvement of Instruction

3. The school leader is aware of predominant instructional practices throughout the school.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.</i>	<i>The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</i>

Evidences for Element 3 of Domain 2

- *Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school*
- *When asked, the school leader can describe the predominant instructional practices in the school*
- *When asked, teachers can describe the predominant instructional practices in the school*
- *The school leader provides forthright feedback to teachers regarding their instructional practices*
- *The school leader can describe effective practices and problems of practice*

Domain 2: Continuous Improvement of Instruction

4. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.</i>	<i>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.</i>	<i>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</i>	<i>The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</i>

Evidences for Element 4 of Domain 2

- *Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*
- *Teacher feedback and evaluation data is 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*
- *Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers*
- *The school leader provides frequent observations and feedback to teachers*
- *When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*

Place District Name Here

Page 19

Administrator Evaluation System Template

Domain 2: Continuous Improvement of Instruction

5. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.</i>	<i>The school leader ensures that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which teachers improve their instructional practices.</i>	<i>The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.</i>	<i>The school leader attempts to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals.</i>

Evidences for Element 5 of Domain 2

- *Online professional development courses and resources are available to teachers regarding their instructional growth goals*
- *Teacher-led professional development is available to teachers regarding their instructional growth goals*
- *Instructional coaching is available to teachers regarding their instructional growth goals*
- *Data is collected linking the effectiveness of professional development to the improvement of teacher practices*
- *When asked, teachers can describe how the professional development supports their attainment of instructional growth goals*

Place District Name Here

Page 20

Administrator Evaluation System Template

Domain 3: A Guaranteed and Viable Curriculum

1. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.</i>	<i>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments properly administered.</i>	<i>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.</i>	<i>The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.</i>

Evidences for Element 1 of Domain 3

- Curriculum documents are in place that correlate the written curriculum to state and district standards
- Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
- Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
- When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)

Domain 3: A Guaranteed and Viable Curriculum

2. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.</i>	<i>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.</i>	<i>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.</i>	<i>The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.</i>

Evidences for Element 2 of Domain 3

- *A written list of essential elements is in place*
- *Essential elements have been articulated as proficiency scales or rubrics*
- *A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements*
- *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)*

Domain 3: A Guaranteed and Viable Curriculum

3. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.</i>	<i>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.</i>	<i>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.</i>	<i>The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.</i>

Evidences for Element 3 of Domain 3

- *Tracking systems are in place that examine each student's access to the essential elements of the curriculum*
- *Parents are aware of their child's current access to the essential elements of the curriculum*
- *All students have access to advanced placement courses*
- *All students have a prescribed program of study that documents access to courses*
- *The school leader ensures teachers have completed appropriate content area training in their subject area courses*
- *The school leader ensures teachers have completed appropriate training for content-specific strategies*
- *When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics*

Domain 4: Cooperation and Collaboration

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person AND monitors the extent to which teachers actively participate in those opportunities.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>	<i>The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>

Evidences for Element 1 of Domain 4

- *Teachers have opportunities to engage in instructional rounds*
- *Teachers have opportunities to view and discuss video-based examples of exemplary teaching*
- *Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study)*
- *Teachers have opportunities to interact about effective teaching via technology*
- *Instructional practices are regularly discussed at faculty and department meetings*
- *Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings*
- *Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching*
- *Information is available regarding teacher participation in virtual discussions regarding effective teaching*

Domain 4: Cooperation and Collaboration

2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually seeks new venues for teacher input regarding important decisions.</i>	<i>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.</i>	<i>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.</i>	<i>The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.</i>

Evidences for Element 2 of Domain 4

- *The specific types of decisions on which teachers will have direct input are made clear*
- *Data-gathering techniques are in place to collect information from teachers*
- *Notes and reports are in place that describe how teacher input was used when making specific decisions*
- *Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., Survey Monkey)*
- *Groups of teachers are targeted and utilized to provide input regarding specific decisions*

Domain 4: Cooperation and Collaboration

3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>	<i>The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>

Evidences for Element 3 of Domain 4

- Professional learning communities (PLCs) are in place
- PLCs have written goals
- The school leader regularly examines the PLCs' progress toward goals
- Common assessments are created by PLCs
- Student achievement and growth are analyzed by PLCs
- Data teams are in place
- Data teams have written goals
- The school leader regularly examines each data team's progress toward goals
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement

Place District Name Here

Page 26

Administrator Evaluation System Template

Domain 4: Cooperation and Collaboration

4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.</i>	<i>The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal function of the school.</i>	<i>The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.</i>	<i>The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.</i>

Evidences for Element 4 of Domain 4

- *Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school*
- *Data is archived and reports regularly generated regarding these data*
- *The manner in which these data are used is made transparent*
- *The school improvement team provides input to the leader regarding the school improvement plan*
- *The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities*
- *The school leader encourages select faculty to continue their education and assists them with career planning*
- *The school leader effectively identifies potential leaders*

Domain 4: Cooperation and Collaboration

5. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.</i>	<i>The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal function of the school.</i>	<i>The school leader ensures that input is regularly collected from students, parents, and community.</i>	<i>The school leader attempts to ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.</i>

Evidences for Element 5 of Domain 4

- *Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school*
- *Data is archived and reports regularly generated regarding these data*
- *The manner in which these data are used is made transparent*
- *The school leader provides an interactive website for students, parents, and the community*
- *The school leader engages in social networking technologies (Twitter, Facebook) to involve students, parents, and community*
- *The school leader engages in virtual town hall meetings*
- *The school leader conducts focus group meetings with students*
- *The school leader hosts or speaks at community/business luncheons*

Domain 5: School Climate

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.</i>	<i>The school leader continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.</i>	<i>The school leader continually engages in activities to improve his or her professional practices.</i>	<i>The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to engage in activities to improve his or her professional practices.</i>

Evidences for Element 1 of Domain 5

- *When asked, faculty and staff identify the school leader as the leader of the school*
- *When asked, faculty and staff generally agree as to the direction provided by the school leader*
- *The school leader has a written annual growth plan*
- *The school leader has identified professional development activities consistent with his or her growth plan*
- *The school leader has identified mentors and regularly interacts with them*
- *The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
- *Faculty and staff describe the school leader as uncompromising in regards to raising student achievement*
- *Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement*

Domain 5: School Climate

2. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.</i>	<i>The school leader performs with integrity and the best interest of all students AND monitors the extent to which faculty and staff perceive him or her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.</i>	<i>The school leader performs with integrity and the best interest of all students.</i>	<i>The school leader attempts to perform with integrity and the best interest of all students, but does so sporadically or inconsistently.</i>	<i>The school leader does not attempt to perform with integrity and the best interest of all students.</i>

Evidences for Element 2 of Domain 5

- *When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn*
- *Faculty and staff describe the school leader as one who “walks the walk and talks the talk”*
- *When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives*
- *Faculty and staff describe the school leader as one who speaks with candor*
- *Faculty and staff describe the school leader as one who is willing to “take on tough issues”*
- *The school leader acknowledges when school goals have not been met or initiatives have failed*

Domain 5: School Climate

3. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.</i>	<i>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct.</i>

Evidences for Element 3 of Domain 5

- *When asked, faculty and staff describe the school as a safe place*
- *When asked, faculty and staff describe the school as an orderly place*
- *Clear and specific rules and procedures are in place for the running of the school*
- *Few, if any, incidents occur in which the safety of faculty or staff is compromised*
- *The school leader provides a means for faculty and staff to communicate about the safety of their school*
- *Faculty and staff know the emergency management procedures and how to implement them for specific incidents*
- *The school leader can provide evidence of practicing emergency management procedures for specific incidents*
- *The school leader can provide evidence of updates to emergency management plans*

Domain 5: School Climate

4. The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community share the perception that the school environment is safe and orderly.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.</i>	<i>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct.</i>

Evidences for Element 4 of Domain 5

- *When asked, parents and students describe the school as a safe place*
- *When asked, parents and students describe the school as an orderly place*
- *Clear and specific rules and procedures are in place for the running of the school*
- *Few, if any, incidents occur in which students' safety is compromised*
- *The school leader employs social media so that students may anonymously report potential incidents*
- *The school leader has a means of communicating to parents about issues regarding school safety (e.g., call-out system)*
- *The school leader coordinates with local law enforcement agencies regarding school safety issues*
- *The school leader engages parents and community regarding issues of school safety*

Domain 5: School Climate

5. The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.</i>	<i>The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.</i>	<i>The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.</i>	<i>The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.</i>

Evidences for Element 5 of Domain 5

- *When asked, faculty and staff report that they have adequate materials to teach effectively*
- *When asked, faculty and staff report that they have adequate time to teach effectively*
- *Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses*
- *Time available for specific classes and courses meets the state or district specifications for those classes and courses*
- *The school leader develops, submits, and implements detailed budgets*
- *The school leader successfully accesses and leverages a variety of resources (e.g., grants, title funds)*
- *The school leader manages time effectively in order to maximize focus on instruction*
- *The school leader appropriately directs the use of technology to improve teaching and learning*
- *The school leader provides adequate training for the instructional technology teachers are expected to use*

Place District Name Here

Page 33

Domain 5: School Climate

6. The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.</i>	<i>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.</i>	<i>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.</i>	<i>The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.</i>

Evidences for Element 6 of Domain 5

- *When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated*
- *When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated*
- *The school leader recognizes the 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)*
- *The school leader recognizes the success of individual departments*
- *The school leader regularly celebrates the success of a variety of types of individuals (e.g., teacher of the year, support staff employee of the year)*

Place District Name Here

Page 34

Administrator Evaluation System Template

Data Collection Instrument:

All observation & evaluation data will be collected using myPGS. Below is how the observation instrument looks in myPGS. Please note that these are printable PDF screen shots. The actual forms online are much cleaner and uncluttered as these may appear.

School Leader Evaluation
Observing: principal3, test

School Leader Evaluation Scripting - School Leader Evaluation Form

Enter

School Leader Evaluation Form for principal3, test

Evaluator: PHILLIP EDWARD KUPCZYK
Assessment Date: 06/02/2016

Domain 1: A
Data-Driven
Focus on
Student
Achievement

Rating	Evidence Notes	Evaluator Notes	Notes
<p>1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</p> <p>Student Evidence</p> <p><input type="checkbox"/> Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</p> <p><input type="checkbox"/> School-wide achievement goals are discussed regularly at faculty and staff gatherings</p> <p><input type="checkbox"/> Written goals are established for eliminating the achievement gap for all students</p> <p><input type="checkbox"/> Written goals address the most critical and severe achievement deficiencies</p> <p><input type="checkbox"/> Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal</p> <p><input type="checkbox"/> Scales are in place to chart student and school progress toward meeting the standards</p> <p><input type="checkbox"/> When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities</p> <p><input type="checkbox"/> When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities</p> <p><input type="checkbox"/> When asked, faculty and staff can describe the school-wide achievement goals</p> <p><input type="checkbox"/> When asked, faculty and staff can identify the school's most critical needs goals</p>	<p>N/A</p>		<p> New Note</p>
<p>2: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.</p> <p>Student Evidence</p> <p><input type="checkbox"/> Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments</p> <p><input type="checkbox"/> Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain</p> <p><input type="checkbox"/> Students keep data notebooks regarding their individual goals</p> <p><input type="checkbox"/> Student-led conferences focus on the individual student's goals</p> <p><input type="checkbox"/> Parent-teacher conferences focus on the individual student's goals</p> <p><input type="checkbox"/> When asked, teachers can explain the learning goals of their students</p> <p><input type="checkbox"/> When asked, students perceive that their individual goals are academically challenging</p> <p><input type="checkbox"/> When asked, students are aware of their status on the achievement goals specific to them</p> <p><input type="checkbox"/> When asked, parents are aware of their child's achievement goals</p>	<p>N/A</p>		<p> New Note</p>
<p>3: The school leader</p>			

<p>ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p>	<div>N/A</div>			
<p>Student Evidence</p>	<div> <input type="checkbox"/> Reports, graphs, and charts are available for overall student achievement <input type="checkbox"/> Student achievement is examined from the perspective of value-added results <input type="checkbox"/> Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) <input type="checkbox"/> Reports, graphs, and charts are regularly updated to track growth in student achievement <input type="checkbox"/> Achievement data for student subgroups within the school are routinely analyzed <input type="checkbox"/> School leadership teams regularly analyze school growth data <input type="checkbox"/> Data briefings are conducted at faculty meetings <input type="checkbox"/> When asked, faculty and staff can describe the different types of reports available to them <input type="checkbox"/> When asked, faculty and staff can explain how data are used to track growth in student achievement </div>			
<p>4: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p>	<div>N/A</div>			
<p>Student Evidence</p>	<div> <input type="checkbox"/> Reports, charts, and graphs are available for individual students depicting their status and growth <input type="checkbox"/> Individual student achievement is examined from the perspective of value-added results <input type="checkbox"/> Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) <input type="checkbox"/> Individual student reports, graphs, and charts are regularly updated to track growth in student achievement <input type="checkbox"/> Teachers regularly analyze school growth data for individual students <input type="checkbox"/> School leadership teams regularly analyze individual student performance <input type="checkbox"/> When asked, individual students and their parents can describe the student's achievement status and growth <input type="checkbox"/> When asked, faculty can describe the different types of individual student reports available to them <input type="checkbox"/> When asked, faculty and staff can analyze data of their individual students, including all subgroups </div>			
<p>5: The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.</p>	<div>N/A</div>			
<p>Student Evidence</p>	<div> <input type="checkbox"/> Extended school day, week, or year programs are in place <input type="checkbox"/> Tutorial programs are in place (during the school day and/or after school) <input type="checkbox"/> Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.) <input type="checkbox"/> Response to intervention measures is in place <input type="checkbox"/> Enrichment programs are in place <input type="checkbox"/> Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs <input type="checkbox"/> When asked, teachers can explain how interventions in place help individual students meet their goals <input type="checkbox"/> When asked, student and/or parents can identify interventions in place to meet the student's goals <input type="checkbox"/> When asked, students report their school has programs in place to help them meet their achievement goals </div>			
<p>Domain 2: Continuous Improvement of Instruction (20%)</p>	<p>Rating</p>	<p>Evidence Notes</p>	<p>Evaluation Notes</p>	<p>Notes</p>

1: The school leader provides a clear vision as to how instruction should be addressed in the school.

N/A

New Note

- ☐ A written document articulating the school-wide model of instruction is in place
- ☐ The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings
- ☐ Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
- ☐ Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
- ☐ New initiatives are prioritized and limited in number to support the instructional model
- ☐ The school-wide language of instruction is used regularly by faculty in their informal conversations
- ☐ When asked, teachers can describe the major components of the school-wide model of instruction
- ☐ When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

2: The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

N/A

New Note

* Student Evidence

- ☐ Individual teachers have written pedagogical growth goals
- ☐ Individual teachers keep track of their progress on their pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling teachers are available
- ☐ Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
- ☐ A system is in place to effectively evaluate and revise the school's new teacher induction program
- ☐ The school leader has demonstrated a track record of hiring effective teachers
- ☐ The school leader has a track record of retaining effective teachers
- ☐ When asked, teachers can describe their progress on their pedagogical growth goals
- ☐ When asked, teachers can share documented examples of how reflection has improved their instructional practice

3: The school leader is aware of predominant instructional practices throughout the school.

N/A

New Note

- ☐ Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- ☐ Fortnight feedback is provided to teachers regarding their instructional practices
- ☐ Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
- ☐ Data are available to document the predominant instructional practices in the school
- ☐ The school leader can describe effective practices and problems of practice
- ☐ When asked, teachers can describe the predominant instructional practices used in the school

4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

N/A

New Note

- ☐ Highly specific 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
- ☐ Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers

Student

- Evidence
- ☐ Data show the school leader provides frequent observations and meaningful feedback to teachers
 - ☐ Ongoing data are available to support that teacher evaluations are consistent with student achievement data
 - ☐ When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

5: The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

N/A

- Student Evidence
- ☐ Online professional development courses and resources are available to teachers regarding their instructional growth goals
 - ☐ The school leader tracks teacher participation in professional development activities
 - ☐ Teacher-led professional development is available to teachers regarding their instructional growth goals
 - ☐ Instructional coaching is available to teachers regarding their instructional growth goals
 - ☐ Data are collected linking the effectiveness of professional development to the improvement of teacher practices
 - ☐ Data are available supporting deliberate practice in improving teacher performance
 - ☐ When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Domain 3: A
Guaranteed
and Viable
Curriculum
(25%)

Rating

Evaluation Notes

Evaluator Notes

Notes

1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

N/A

- Student Evidence
- ☐ Curriculum documents are in place that correlate the written curriculum to state and district standards
 - ☐ Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
 - ☐ Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum
 - ☐ Information is available examining the extent to which assessments accurately measure the written and taught curriculums
 - ☐ School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
 - ☐ Evidence is available demonstrating the assessments are accurately measuring the state and district standards
 - ☐ When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
 - ☐ When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

2: The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

N/A

- Student Evidence
- ☐ A written list of essential elements is in place
 - ☐ A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
 - ☐ 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)
 - ☐ Time available for specific classes and courses meets the state or district specifications for those classes and courses
 - ☐ Data are available to show that students are ready to be contributing members of society and participate in a global community
 - ☐ Data are available to show that students are college and career ready
 - ☐ A plan is in place to monitor that the curriculum is taught in the time available to teachers
 - ☐ When asked, teachers can describe which elements are essential and can be taught in the scheduled time
 - ☐ When asked, students report they have time to learn the essential curriculum

3: The school leader ensures that all students have the opportunity to learn the

N/A

critical content
of the
curriculum.

- ☐ Tracking systems are in place that examine each student's access to the essential elements of the curriculum
☐ Parents are aware of their child's current access to the essential elements of the curriculum
☐ All students have access to advanced placement or other rigorous courses
☐ All students have a prescribed program of study that documents access to courses
☐ Data are available to show teachers have completed appropriate content area training in their subject area courses
☐ Data are available to verify student achievement in critical content and standards
☐ When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
☐ When asked, students report they have the opportunity to learn the critical content of the curriculum

Domain 4:
Cooperation
and
Collaboration

(25%)

Rating

Evaluator Notes

Evaluator Notes

Notes

1: The school
leader
ensures that
teachers have
opportunities
to observe
and discuss
effective
teaching.

N/A

New Note

Student
Evidence

- ☐ Teachers have opportunities to engage in instructional rounds
☐ Teachers have opportunities to view and discuss video-based examples of exemplary teaching
☐ Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities)
☐ Teachers have opportunities to interact about effective teaching via technology
☐ Instructional practices are regularly discussed at faculty and department meetings
☐ Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
☐ Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
☐ Data are available to document that teachers who participate in observational rounds improve their pedagogy
☐ When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

2: The school
leader
ensures that
teachers have
formal roles in
the decision-
making
process
regarding
school
initiatives.

N/A

New Note

Student
Evidence

- ☐ Teachers are advised of the specific types of decisions in which they will have direct input
☐ Data-gathering techniques are in place to collect information from teachers
☐ Notes and reports are in place that describe how teacher input was used when making specific decisions
☐ Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys)
☐ Groups of teachers are selected and utilized to provide input regarding specific decisions
☐ Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects
☐ The school leadership team has critical roles in facilitating school initiatives
☐ Data are available to show input is used by the school leader
☐ When asked, teachers report they feel their input is valued and used by the school leader

3: The school
leader
ensures that
teacher teams
and
collaborative
groups
regularly
interact to
address
common
issues
regarding
curriculum,
assessment,
instruction,
and the

N/A

New Note

achievement
of all students.

- ☐ Professional learning communities (PLCs) are in place and meet regularly
- ☐ PLCs have written goals
- ☐ The school leader regularly examines the PLC's progress toward goals
- ☐ Common assessments are created by PLCs
- ☐ Student achievement and growth are analyzed by PLCs
- ☐ Data teams are in place and have written goals
- ☐ The progress of each data team toward reaching its goals is regularly examined
- ☐ To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
- ☐ When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
- ☐ When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices

4: The school
leader
ensures that
teachers and
staff have
formal ways to
provide input
regarding the
optimal
functioning of
the school and
delegates
responsibilities
appropriately.

N/A

 New Note

Student
Evidence

- ☐ Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
- ☐ Data are archived and reports regularly generated regarding these data
- ☐ The manner in which data are used is made transparent
- ☐ The school improvement team provides input to the leader regarding the school improvement plan
- ☐ Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
- ☐ Faculty and staff are assisted with career planning and continuing educational opportunities
- ☐ Teacher leaders and other faculty are empowered to share in the leadership of the school
- ☐ Potential leaders are identified and guided in career development
- ☐ The school leader can cite examples of where teacher input has resulted in effective change at the school
- ☐ The school leader demonstrates ongoing mentoring of teacher leaders
- ☐ When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- ☐ When asked, teachers can identify examples of when their input has resulted in effective change at the school

5: The school
leader
ensures that
students,
parents, and
community
have formal
ways to
provide input
regarding the
optimal
functioning of
the school.

N/A

 New Note

Student
Evidence

- ☐ Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
- ☐ Data are archived and reports regularly generated regarding these data
- ☐ The manner in which these data are used is made transparent
- ☐ Data are available to show that input from the school's diverse population is valued and used
- ☐ An interactive website is provided for students, parents, and community to provide input
- ☐ Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community
- ☐ Focus group meetings with students and parents are routinely scheduled
- ☐ The school leader hosts or speaks at community/business luncheons
- ☐ The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
- ☐ The school leader can demonstrate how data gathered from sub-populations at the school are incorporated in school planning
- ☐ When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain 5:

School Climate
(22%)

Rating

Evaluatee Notes

Evaluator Notes

Notes

1: The school
leader is
recognized as
the leader of
the school
who
continually
improves his

N/A

 New Note

or her
professional
practice.

- ☐ A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- ☐ Professional development activities consistent with the leader's growth plan have been identified
- ☐ Evidence of leadership initiatives is available
- ☐ Adherence to district and state policies and procedures is evident
- ☐ The school leader has demonstrated the ability to be a problem solver
- ☐ The school leader has identified mentors and regularly interacts with them
- ☐ When asked, faculty and staff identify the school administrator as the leader of the school
- ☐ When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement
- ☐ When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- ☐ When asked, faculty and staff generally agree as to the vision provided by the school leader

2: The school
leader has the
trust of the
faculty and
staff that
his/her actions
are guided by
what is best
for all student
populations.

N/A

 [New Note](#)

- ☐ The school leader is recognized by the school community as one who is willing to "take on tough issues"
- ☐ The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- ☐ When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- ☐ When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
- ☐ When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations
- ☐ When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues"

3: The school
leader
ensures that
faculty and
staff perceive
the school
environment
as safe and
orderly.

N/A

 [New Note](#)

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Faculty and staff are provided the means to communicate about the safety of the school
- ☐ Faculty and staff know emergency management procedures and how to implement them for specific incidents
- ☐ Evidence of practicing emergency management procedures for specific incidents is available
- ☐ Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available
- ☐ When asked, faculty and staff describe the school as a safe and orderly place
- ☐ When asked, the faculty and staff describe the school leader as highly visible and accessible
- ☐ When asked, faculty and staff describe the school as a place focused on learning

4: The school
leader
ensures that
students,
parents, and
community
perceive the
school
environment
as safe and
orderly.

N/A

 [New Note](#)

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Social media is utilized so that students may anonymously report potential incidents
- ☐ A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
- ☐ Coordination with local law enforcement agencies regarding school safety issues is a routine event
- ☐ Parents and community are engaged to give input regarding issues of school safety
- ☐ When asked, parents and students describe the school as a safe place
- ☐ When asked, parents and students describe the school as an orderly place
- ☐ When asked, community members perceive the school as safe and orderly
- ☐ When asked, parents, students, and community members describe the school leader as highly visible and accessible

5: The school
leader
manages the
fiscal,
operational,
and
technological
resources of
the school in a

N/A

 [New Note](#)

way that focuses on effective instruction and the achievement of all students.

--	--

- Student Evidence
- ☐ Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
 - ☐ Detailed budgets are developed, submitted, and implemented
 - ☐ The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
 - ☐ Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning)
 - ☐ The school leader manages time effectively to maximize focus on instruction
 - ☐ The school leader appropriately directs the use of technology to improve teaching and learning
 - ☐ Adequate training is provided for the instructional technology teachers are expected to use
 - ☐ When asked, faculty and staff report they have adequate materials to teach effectively
 - ☐ When asked, faculty and staff report they have adequate time to teach effectively

6: The school leader acknowledges the success of the whole school, as well as individuals within the school.

N/A

--	--

New Note

- Student Evidence
- ☐ The 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)
 - ☐ The incremental successes of students and teachers is routinely recognized
 - ☐ The successes of the diverse school community are celebrated
 - ☐ When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
 - ☐ When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

* Required

Copyright 2000 - 2016 | TrueNorthLogic
2016.2.23.1.0 on PR-PASCO-03

3. Other Indicators of Performance

Directions:

The district shall provide:

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

Examples include the following:

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

-
- As stated above, Pasco County Schools' includes Deliberate Practice as a 15% total of the Summative Evaluation
 - Administrators complete a self-assessment of the elements in myPGS. Next, they select an element(s) that they want to focus on for professional growth and a goal rating attainment for that element. The administrator then develops his/her Deliberate Practice Plan (DPP) in myPGS.
 - The supervising administrator then reviews the DPP with the direct report and either provides coaching and feedback for improvement &/or approve the DPP. If coaching and feedback are given without approval, the observed administrator will make any needed adjustments in their DPP and re-submit for approval. The above process is repeated until the DPP is approved.
 - After each quarter of the school year, the observed administrator will complete the quarterly reflection log in myPGS in which they will answer 3 reflection questions (see screen shot below).

The screenshot shows a web form titled "Deliberate Practice Plan Progress Monitoring (end of Quarter 1)". It contains three text input fields with the following prompts: "What am I learning about the strategy?", "What do I need to adjust in order to progress to the next level for the element?", and "What will I focus on between now and the next progress checkin?". Below these fields is a section labeled "Attach Evidence to Support Progress" with an "Attach File" button. At the bottom right of the form are three buttons: "Save", "Save & Exit", and "Cancel".

- After the reflection log is completed each quarter, the supervising administrator reviews the reflection log and provides any coaching or feedback directly to the direct report in person or through myPGS.

Deliberate Practice Scoring:

Deliberate Practice will make-up 15% of the overall Summative Evaluation. The Deliberate Practice scores are determined by the level at which the leader attains his/her goal on the targeted element in their Deliberate Practice Plan using the metric below:

- Highly Effective (4): When a leader improves three (3) levels on his/her targeted element, or when a leader improves from "Applying" to "Innovating" on his/her targeted element.

- Effective (3): When a leader improves two (2) levels on his/her targeted element, or when a leader improves from “Developing” to “Applying” on his/her targeted element.
- Developing/Needs Improvement (2): When a leader improves one (1) level on his/her targeted element.
- Unsatisfactory (1): When a leader does not improves on his/her targeted element.

The Deliberate Practice score (0-4) will be multiplied by 15% and then added to the Status Score to obtain the Instructional Practice Score.

4. Summative Evaluation Score

Directions:

The district shall provide:

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

Scoring & Calculations:

The Marzano School Leader Evaluation Model consists of five domains and 24 elements. All elements in the School Leader Evaluation Model are given a rating & associated score of Not Using (0), Beginning (1), Developing/Needs Improvement (2), Applying (3), and Innovating (4). Each domains overall score will be the mean score of all elements within the domain. Each domain score will be multiplied by 20%, which will count toward the overall Status Score. The Status Score will make up 50% of the overall summative evaluation score.

Domain 1 (20%)	Domain 2 (20%)	Domain 3 (20%)	Domain 4 (20%)	Domain 5 (20%)
Element 1	Element 1	Element 1	Element 1	Element 1
Element 2	Element 2	Element 2	Element 2	Element 2
Element 3	Element 3	Element 3	Element 3	Element 3
Element 4	Element 4		Element 4	Element 4
Element 5	Element 5		Element 5	Element 5
				Element 6

For example, if a school leader receives a rating of Applying for elements 1, 2, & 3 and a rating of Developing/Needs Improvement for elements 4 & 5 of Domain 1, these ratings would be converted to scores of; 3, 3, 3, 2, 2 respectively. The mean of these 5 scores is 2.6 which would then be multiplied by 20% to give a domain 1 score of 0.52. This process is repeated for the other four domains. All five domain scores are added together to make up the Status Score.

Deliberate Practice:

Deliberate Practice will make-up 15 % of the overall Summative Evaluation. The Deliberate Practice scores are determined by the level at which the leader attains his/her goal on the targeted element in their Deliberate Practice Plan using the metric below:

- Highly Effective (4): When a leader improves three (3) levels on his/her targeted element, or when a leader improves from “Applying” to “Innovating” on his/her targeted element.
- Effective (3): When a leader improves two (2) levels on his/her targeted element, or when a leader improves from “Developing” to “Applying” on his/her targeted element.
- Developing/Needs Improvement (2): When a leader improves one (1) level on his/her targeted element.
- Unsatisfactory (1): When a leader does not improves on his/her targeted element.

The Deliberate Practice score (0-4) will be multiplied by 15% and then added to the Status Score to obtain the Instructional Practice Score.

Instructional Practice Score:

- The Instructional Practice Score will be the Status Score (see above) plus the Domain 3 15%.
- The Instructional Practice Score will make up 65% of the Leader’s Summative Evaluation

Student Performance Measure:

The Student Performance Measure (see above for score calculation) will be multiplied by 35%

Summative Score and Ratings:

To obtain the overall Summative Score and rating the 65% of the Instructional Practice Score will be added to the 35% of the Student Performance Measure. The table below shows the scores ranges for each rating of Unsatisfactory, Developing/Needs Improvement, Effective and Highly Effective.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.5-4.0	2.50-3.49	1.5-2.49	<1.5

Summative Evaluation Form:

District School Board of Pasco County School Leader
2015-16 Summative Evaluation

Name: _____

Final Summative Score/Rating:	Score:	Rating:
ISP (65%) + SPM (35%)		

	Score	Calculation
Status Score:		
Domain 1 (20%)		
Domain 2 (20%)		
Domain 3 (20%)		
Domain 4 (20%)		
Domain 5 (20%)		
Status Score Total:		
Deliberate Practice:		
Deliberate Practice (15%)		
Instructional Practice Score (ISP):		Rating:
Status Score + DP (65%)		
Student Performance Measure (SPM):		
2015-16 School Year		
2014-15 School Year		
2013-14 School Year		
3-Year Average (35%)		

Summative Evaluation Final Score	Rating:
3.50 - 4	Highly Effective
2.50 - 3.49	Effective
1.5 - 2.49	Needs Improvement/Developing
1.0 -1.4	Unsatisfactory

5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
 - Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
 - Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
 - Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
 - Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
 - Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
 - Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
 - Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
 - If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].
-

- Pasco County School's will ensure that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices such as the Area Superintendent, Instructional Directors, Assistant Superintendent for Student Achievement.
- Pasco County School's will ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.
- Pasco County School's will ensure that all observation data, ratings, and feedback must be inputted into myPGS and shared with the School Leader no later than ten (10) days from each observation. The School Leader will have access to this written report in the "Evaluation" section of myPGS.
- Pasco County Schools will use the results from the evaluation system in planning professional development to address areas of weakness.
- Pasco County School's will require participation in specific professional development programs by those who have been evaluated as less than effective.
- Pasco County School's will ensure that all instructional personnel, which includes School Leaders, will be evaluated at least once a year.
- Pasco County School's will ensure there are opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input.
- Pasco County School's will ensure there is a peer assistance process/Mentoring program for School Leader that is used to assist personnel who are placed on performance probation or who request assistance.
- Pasco County School's will ensure there are opportunities for teacher to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of teacher input.

6. District Evaluation Procedures

Directions:

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent

for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].

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

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

7. District Self-Monitoring

Directions:

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

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

-
- Pasco County Schools’ will conduct three Marzano School Leader Evaluation Credentialing trainings throughout the school year for new administrators and for any current leader who is determined to need to be retrained based on data.
 - The Office for Human Resources and Educator Quality, the Office for Professional Development and School Supports, & the Office for Accountability Research and Measurement will annually review the leadership evaluation system. An analysis of the distribution of the ratings of administrator effectiveness and the student performance data at the school and district level will be used for continuous improvement.
 - The Office for Professional Development will conduct quality assurance reviews annually to monitor evaluator performance and ensure consistency of results. Training needs will be addressed through monthly administrator meetings.
 - The Office for Professional Development will monitor that evaluators are following district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.] by developing, analyzing and sending reports to all administrators and their area superintendent quarterly and as needed toward the end of the school year.
 - The Area Superintendents will utilize the evaluation data to identify individual professional development and to inform school and district improvement plans

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

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

The team looks at the performance evaluation results from the prior school year for all

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

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

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators confirmed the inclusion of student performance:

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

For all school administrators:

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

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

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

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

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