

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	<i>Performance Rating</i>			
	Requires Action	Progressing	Accomplished	Exemplary
1: Professional and Ethical Norms	The expectation of Progressing practice is not met.	The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.
	The Accomplished . . . <div> <div> Assistant Principal: <ul style="list-style-type: none"> • Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. • Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. • Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. • Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership. </div> <div> School Principal: <ul style="list-style-type: none"> • Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. • Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. • Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. • Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership. </div> <div> Principal Supervisor: <ul style="list-style-type: none"> • Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. • Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. • Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. • Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership. </div> </div>			
2: Vision and Mission	The expectation of Progressing practice is not met.	The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.
	The Accomplished . . . <div> <div> Assistant Principal: <ul style="list-style-type: none"> • Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborates in the collections, analysis, and utilization of student data to help drive decisions that support effective and rigorous instruction focused on the development of all students. • Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Assists and supports the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. • Recognizes individuals for contributions toward the school vision and mission. </div> <div> School Principal: <ul style="list-style-type: none"> • Collaborates with district/school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborates with members of the school and community using relevant data to develop and promote a vision focused on successful learning and the development of all students. • Collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Strategically develops and implements systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. • Recognizes individuals for contributions toward the school vision and mission. </div> <div> Principal Supervisor: <ul style="list-style-type: none"> • Provides ongoing support in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies • Provides ongoing support, coaching, and evaluation of the principal's use of relevant data to drive instruction designed to meet the needs of all students. • Examines schools' vision, mission, and core values to ensure alignment with the district vision. • Provides ongoing support, coaching, and evaluation of the principal's implementation of systems that support the school. • Examines school-level goals and strategies and provides ongoing support to promote schools' culture, vision, and mission. • Recognizes individuals for contributions toward the school vision and mission. </div> </div>			

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action	Progressing	Accomplished	Exemplary
3: Operations and School Management	The expectation of Progressing practice is not met.	The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.
	<p>The Accomplished . . .</p> <div> <div> <p>Assistant Principal:</p> <ul style="list-style-type: none"> Collaborates with the principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices. Collaborates with the principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management. Utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders. Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults. Collaborates with the principal to develop and maintain effective relationship with feeder and connecting schools for enrollment management and curricular instructional articulation. Develops and maintains effective relationships with district office and/or governing board. Collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe. Collaborates with the principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. Collaborates with the principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. Collaborates with the principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. </div> <div> <p>School Principal:</p> <ul style="list-style-type: none"> Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices. Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management. Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders. Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults. Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. Develops and maintains effective relationships with the district office and/or governing board. Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe. Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment. Collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. </div> <div> <p>Principal Supervisor:</p> <ul style="list-style-type: none"> Collaborates with other district personnel to monitor school leaders' ability to manage the schools' fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices. Collaborates with other district personnel to train and support school leaders in managing scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. Collaborates with other district personnel to monitor and coach school leaders in organizing time, tasks, and projects effectively to promote school personnel's work and learning, as well as their own, to optimize productivity and student learning. Collaborates with other district personnel to monitor school leaders' use of data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management. Collaborates with district personnel to provide support and resources for school leaders to develop equitable systems for conflict management with all stakeholders. Collaborates with other district personnel to inform school leaders of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults. Collaborates with other district personnel to create systems that ensure school leaders develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. Models effective relationships within the district office and/or governing board. Provides support to create and maintain systems and structures that promote school security to ensure safety of students, school personnel, families, and community. Provides support to ensure compliance with the requirements for school safety, as outlined in statute. Provides support to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. Provides support to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. </div> </div>			

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

Performance Rating				
Requires Action		Progressing	Accomplished	Exemplary
4: Student Learning and Continuous School Improvement	The expectation of Progressing practice is not met.	The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.
	The Accomplished . . .			
	Assistant Principal: <ul style="list-style-type: none"> Assists with the implementation and monitoring of systems and structures that empower instructional personnel to promote high expectations for the academic growth and well-being of all students. Monitors and ensures the school's learning goals and instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. Collaborates with teachers and the school leadership team to create an evidence-based intervention and enrichment plan focused on learning. Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning. Supports and openly communicates the need for, process for, and outcomes of improvement efforts. Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel. 	School Principal: <ul style="list-style-type: none"> Creates and maintains a school climate and culture of high expectations and empowers school personnel to support academic growth and well-being of all students. Aligns the school's learning goals to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. Develops a structure that empowers school personnel to work as a system and focuses on providing evidence-based intervention, acceleration, and enrichment to meet student needs. Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps. Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments. Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel. 	Principal Supervisor: <ul style="list-style-type: none"> Models, coaches, and supports school leaders to empower school personnel to support high expectations for the academic growth and well-being of all students. Ensures the school's learning goals are in alignment with the state's student academic standards, and the district's adopted curricula and K-12 reading plan. Uses evidence from a variety of data sources to identify areas that need improvement in each school and across schools to inform district responses. Collaborates with principals and district leaders in the development of sustainable systems and solutions that improve learning for all student subgroups and minimize or eliminate achievement gaps. Determines situationally appropriate strategies for improvement in response to school performance needs based on progress monitoring data. Leads strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district. Coaches and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel. 	

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	<i>Performance Rating</i>			
	Requires Action	Progressing	Accomplished	Exemplary
5: Learning Environment	The expectation of Progressing practice is not met.	The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.	The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.	The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.
	The Accomplished . . .			
	Assistant Principal: <ul style="list-style-type: none"> • Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. • Facilitates an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. • Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. 	School Principal: <ul style="list-style-type: none"> • Develops and maintains routines and procedures that foster a safe, respectful, inclusive, and student-centered learning environment. • Cultivates and protects an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. • Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. 	Principal Supervisor: <ul style="list-style-type: none"> • Supports and evaluates school leaders and creating and maintaining a safe, respectful, inclusive, and student-centered learning environment. • Coaches and collaborates with school leaders to strengthen and inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Provides a valid, research-anchored system of supervision and evaluation, in accordance with the District Instructional Personnel and School Administrator Evaluation Systems, and trains school leaders on the delivery of timely, actionable, and ongoing feedback. • Collaborates with other district personnel to monitor and coach school leaders to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. 	

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	<i>Performance Rating</i>			
	Requires Action	Progressing	Accomplished	Exemplary
6: Professional Capacity and Learning	The expectation of Progressing practice is not met.	The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.
	<p>The Accomplished . . .</p> <div> <div> <p>Assistant Principal:</p> <ul style="list-style-type: none"> Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, and the academic success of all students. Tends to personal learning and effectiveness by engaging in means based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Collaborates with the principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed. Supports the principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement. Collaborates with the principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. Collaborates with the principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. Adheres to the professional learning standards adopted by the State Board of Education and planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> <div> <p>School Principal:</p> <ul style="list-style-type: none"> Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, in the academic success of all students. Tends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed. Develops instructional personnel's professional knowledge and skills by providing access to differentiated, needs-based opportunities for growth guided by understanding of professional and adult learning strategies. Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> <div> <p>Principal Supervisor:</p> <ul style="list-style-type: none"> Collaborates with district personnel to recruit, develop, support, and retain diverse, effective, and caring school leaders with the professional capacity to promote literacy achievement, and the academic success of all students. Tends to personal learning and effectiveness by engaging in needs-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Coaches school leaders in identifying instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Supports principals in reaching established goals by monitoring progress, providing feedback, and revising elements of the professional learning plan as needed. Develops school leaders' professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. Monitors and evaluates school leaders' instructional leadership skills, and provides timely, actionable, and ongoing feedback that fosters continuous improvement. Assists school leaders in learning to provide time and allocate resources in ways that best support school personnel and meet their school's needs. Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> </div>			

INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	<i>Performance Rating</i>			
	Requires Action	Progressing	Accomplished	Exemplary
7: Building Leadership Expertise	The expectation of Progressing practice is not met.	The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.
	The Accomplished . . . <div> <div> Assistant Principal: <ul style="list-style-type: none"> Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content. Collaborates with the principal to cultivate a diverse group of emerging educator leaders. Develops capacity in educator leaders and holds them accountable. Plans for and provides opportunities for mentoring new personnel. </div> <div> School Principal: <ul style="list-style-type: none"> Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. Cultivates current and potential school leaders and assists with the development of a diverse pipeline of future leaders. Develops capacity by delegating tasks to other school leaders and holding them accountable. Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. </div> <div> Principal Supervisor: <ul style="list-style-type: none"> Models and coaches school leaders to foster open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. Supports and cultivates school leaders and assists with the development of a diverse pipeline of future school and district leaders. Coaches school leaders to delegate tasks and model accountability. Supports school leaders in mentoring school personnel and planning for staff turnover and succession. </div> </div>			
8: Meaningful Family and Community Engagement	The expectation of Progressing practice is not met.	The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.
	The Accomplished . . . <div> <div> Assistant Principal: <ul style="list-style-type: none"> Understands, values, and employs the community's cultural, social, and intellectual context and resources. Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders. Recognizes stakeholders for contributions and engagement that enhance the school community. Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance. </div> <div> School Principal: <ul style="list-style-type: none"> Understands, values, and employs the community's cultural, social, and intellectual context and resources. Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders. Recognizes stakeholders for contributions and engagement that enhance the school community. Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance. </div> <div> Principal Supervisor: <ul style="list-style-type: none"> Models and coaches school leaders on engaging in the community's cultural, social, and intellectual context and resources. Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders. Recognizes stakeholders for contributions and engagement that enhance the school community. Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance. </div> </div>			