

	Performance Rating					
	Requires Action		Progressing	Accomplishe	d	Exemplary
1: Professional and Ethical Norms	The expectation of Progressing practice is not met.	according to promote the a being of all st	tempts to act ethically and professional norms to academic success and welludents. Attempts are 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					
	 Assistant Principal: 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. 		School Principal: 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.		 Principal Supervisor: 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. 	
2: Vision and Mission	The expectation of Progressing practice is not met.	stakeholders enact a share values to pro- and well-bein	tempts to collaborate with to develop, advocate, and ed vision, mission, and core mote the academic success g of all students. Attempts ently or partially successful.	The leader collaborates with to develop, advocate, and er vision, mission, and core val promote the academic succebeing of all students.	nact a shared ues to	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					
	 Assistant Principal: Assists and supports the alignment of the scand mission with district initiatives, State Bo Education priorities, and current educationa Collaborates in the collections, analysis, and student data to help drive decisions that sup and rigorous instruction focused on the deviall students. Collaborates, supports, and models the devimplementation of a shared educational visi and core values within the school communit the academic success and well-being of all Assists and supports the development and implementation of systems to achieve the vimission of the school—reflecting and adjust applicable. Recognizes individuals for contributions tow school vision and mission. 	pard of all policies. d utilization of oport effective elopment of relopment and on, mission, by to promote students. dision and ing when	using relevant data to develocused on successful learn all students. Collaborates to develop, im educational vision, mission, school community to promowell-being of all students. Strategically develops and in the strategical strateg	of the school and community lop and promote a vision ining and the development of plement, and model a shared and core values within the ote the academic success and implements systems to ion of the school—reflecting ble.	vision and lead to a control of the principal designed to ensure alige. Provides on the principal school. Examines songoing sumission.	revisor: ngoing support in the alignment of the school mission with district initiatives, State Board of priorities, and current educational policies ngoing support, coaching, and evaluation of al's use of relevant data to drive instruction meet the needs of all students. schools' vision, mission, and core values to nment with the district vision. ngoing support, coaching, and evaluation of al's implementation of systems that support the school-level goals and strategies and provides pport to promote schools' culture, vision, and a individuals for contributions toward the mand mission.



	Performance Rating							
	Requires Action		Progressing	Accomplished		Exemplary		
3: Operations and School Management	The Accomplished Assistant Principal: Collaborates with the principal to manage the fiscal resources in a responsible and ethical engaging in effective budgeting, decision maccounting practices. Collaborates with the principal to manage sold and resources by assigning instructional perfoles and responsibilities that optimize their capacity to address all students' learning newspoor of the collaborates with school leaders to utilize the technology, and communication systems to actionable information to improve the quality efficiency of operations and management. Utilizes best practices in conflict resolution, conversations, and management for all stake related to school needs and communicates with school leaders. Informs the school community of current loce federal laws and regulations to promote the success, and well-being of all students and. Collaborates with the principal to develop an effective relationship with feeder and conner for enrollment management and curricular in articulation. Develops and maintains effective relationshing district office and/or governing board. Collaborates with the principal to create an systems and structures that promote school ensure that students, school personnel, fancommunity are safe. Collaborates with the principal to ensure consure that students, school personnel, fancommunity are safe.	operations are safe school of academic sure students. Atterpartially successive successi	tempts to manage school of resources to cultivate a environment and promote the cress and well-being of all empts are inconsistently or essful. School Principal: • Manages the school's fisca ethical manner, engaging ir making and accounting pra • Manages scheduling and re instructional personnel to re optimize their professional elearning needs. • Organizes time, tasks, and school personnel's work an optimize productivity and st utilizes data, technology, a deliver actional information efficiency of operations and eliver actional information efficiency of operations and utilizes and coaches best pronstructive conversations, stakeholders related to schoutcomes with school and of and connecting schools for curricular and instructional endicated and connecting schools for curricular and instructional endicated to school schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and connecting schools for curricular and instructional endicated to schools and scho	Accomplished The leader manages school op resources to cultivate a safe so environment and promote the a success and well-being of all streets and success and well-being of all streets and responsible and reflective budgeting, decision cities. It is a responsibilities that capacity to address all students' projects effectively to protect departing, as we as their own, to udent learning, as we as their own, to udent learning, and communication systems to to improve the quality and management. It ractices in conflict resolution, and management for all bool needs and communicates district leaders. It of current local, state, and as to promote the safety, success, its and adults. The end of the safety is a safe. The safe is and structures that promote at students, school personnel, as safe. The requirements for school safety, safe. The requirements for school safety, safe. The requirements for school safety, safe. The requirement model to evaluate and security within the school and school leaders to create and ress and reduce chronic	Principal Supe Collaborate support schresources is in effective practices. Collaborate support schresources is and respon capacity to Collaborate coach scho projects eff and learnin productivity Collaborate school lead communicate to improve manageme Collaborate school lead and respon communicate in connecting in curricular and regulate in connecting curricular and c	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. Provisor: Se with other district personnel to monitor lers' ability to manage the schools' fiscal in a responsible and ethical manner, engaging budgeting, decision making, and accounting budgeting, decision making, and accounting se with other district personnel to train and nool leaders in managing scheduling and by assigning instructional personnel to roles in sibilities that optimize their professional address all students' learning needs. Se with other district personnel to monitor and not leaders in organizing time, tasks, and sectively to promote school personnel's work in an actual student learning. Se with other district personnel to monitor lers' use of data, technology, and attion systems to deliver actionable information the quality and efficiency of operations and set. Se with district personnel to provide support considered the safety, success, and in the se with other district personnel to inform the serior of current local, state, and federal laws the serior of current local, state, and federal laws the serior of current local, state, and federal laws the serior of current local, state, and federal laws the sum of all students and adults. Se with other district personnel to create at ensure school leaders develop and fective relationships with feeder and schools for enrollment management and indinstructional articulation. Sective relationships within the district office terning board. Support to create and maintain systems and that promote school security to ensure safety se, school personnel, families, and community.		
	•	specific school d implement	•		 Provides s requirement Provides s improvement safety and Provides su 	upport to ensure compliance with the nts for school safety, as outlined in statute. upport to implement a continuous ent model to evaluate specific concerns for security within the school environment. upport to create and implement policies that d reduce chronic absenteeism and out-of-		



			Performance Rating					
	Requires Action		Progressing	Accomplished		Exemplary		
4: Student Learning and Continuous School Improvement	The expectation of Progressing practice is not met.	for continuou the academic	ttempts to act as an agent is improvement to promote a success and well-being of Attempts are inconsistently uccessful.	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: Assists with the implementation and monits systems and structures that empower instressive personnel to promote high expectations for academic growth and well-being of all study. Monitors and ensures the school's learning instruction are aligned to the state's studer standards, and the district's adopted curric reading plan. Collaborates with teachers and the school team to create an evidence-based interver enrichment plan focused on learning. Engages in data analysis to inform instruct planning and improve learning for all stude and minimize or eliminate achievement ga Utilizes comprehensive progress monitoring gather a variety of student performance da areas that need improvement, and provide improve student learning. Supports and openly communicates the net process for, and outcomes of improvement. Ensures and monitors the implementation Educator Accomplished Practices by all inspersonnel.	uctional r the ents. g g goals and at academic ula and K-12 leadership ation and ional int subgroups ps. g systems to ta, identify coaching to ed for, t efforts. of the Florida	student needs. Promotes the effective use of personnel for all student subcoaching to improve student eliminate achievement gaps Ensures all students demonthrough a variety of ongoing evidenced by student perfor statewide, and other applicate Manages uncertainty, risk, of dynamics of change by proving the proving statement of the performance of the pe	owers school personnel to and well-being of all students. goals to the state's student e district's adopted curricula enpowers school personnel to the son providing evidencetion, and enrichment to meet of data analysis with school orgroups and provides at learning and minimize or strate learning growth progress monitoring data as mance and growth on local, to the sessessments are competing initiatives, and the riding support and a communicating the need for, of improvement efforts.	school personal academic grow Ensures the so the state's stude adopted curric. Uses evidence areas that nee schools to info Collaborates with development of improve learning eliminate achie. Determines sith improvement in based on progonal Leads strateging performance of educational processions.	nes, and supports school leaders to empower nel to support high expectations for the with and well-being of all students. Chool's learning goals are in alignment with dent academic standards, and the district's rule and K-12 reading plan. For from a variety of data sources to identify the dimprovement in each school and across own district responses. With principals and district leaders inthe of sustainable systems and solutions that ng for all student subgroups and minimize or		



	Performance Rating								
	Requires Action		Progressing	Accomplishe	ed	Exemplary			
5: Learning Environment	The expectation of Progressing practice is not met.	rigorous, and community the success and	ttempts to cultivate a caring, d supportive school nat promotes the academic well-being of students. inconsistently or partially	The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and wellbeing 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								
	respectful, inclusive, and student-centered lenvironment. Facilitates an inclusive system that establish of learning, which includes policies and produddress student misconduct in a positive, faunbiased manner. Delivers timely, actionable, and ongoing fee instructional practices driven by standards-acontent to support and coach the developminstructional personnel's knowledge and ski Supports instructional personnel to recognize	Assistant Principal: 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		utines and procedures that lusive, and student-centered inclusive system that ning, which includes policies student misconduct in a manner. and ongoing feedback about in by standards-aligned the development of bowledge and skills. Instructional personnel to respond to student needs to vernent gaps.	maintaining centered leaf cent	d evaluates school leaders and creating and a safe, respectful, inclusive, and student- urning environment. d collaborates with school leaders to and inclusive system that establishes a culture which includes policies and procedures to dent misconduct in a positive, fair, and anner. valid, research-anchored system of supervision on, in accordance with the District Instructional and School Administrator Evaluation Systems, chool leaders on the delivery of timely, and ongoing feedback. Is with other district personnel to monitor and oll leaders to recognize, understand, and student needs to minimize or eliminate			



	Performance Rating							
	Requires Action		Progressing	Accomplished		Exemplary		
6: Professional Capacity and Learning	The expectation of Progressing practice is not met.	collective and capacity of so support syste professional academic sup	tempts to build the dindividual professional chool personnel by creating ems and offering learning to promote the coess and well-being of all tempts are inconsistently or essful.	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.		
	The Accomplished							
	 Assistant Principal: Assists with hiring, developing, supporting, diverse, effective, and caring instructional pathe professional capacity to promote literacy achievement, and the academic success of tends to personal learning and effectivene engaging in means based professional lear modeling self-reflection practices, and seek receptive to feedback. Collaborates with the principal to identify in personnel needs, including standards-align evidenced-based pedagogy, use of instruction and improvement. Collaborates with the principal and content leads to develop a school-wide professional based on the needs of instructional personstudents, and revises elements of the plan Supports the principal in monitoring and evprofessional learning linked to district- and goals to foster continuous improvement. Collaborates with the principal to monitor a professional practice, and provide timely, a ongoing feedback to instructional personne continuous improvement. Collaborates with the principal to utilize tim resources to establish and sustain a profes of collaboration and commitment to the she educational vision, mission, and core value school with mutual accountability. Adheres to the professional learning stands by the State Board of Education and planni implementing professional learning, monito professional practice, and evaluating impacoutcomes. 	ersonnel with y if all students. It is all students is so by so by sing and being structional ed content, ional in all planning or grade-level if learning plannel and as needed. It is all atting school-level in devaluate ctionable, and if that fosters is eand is so fithe ards adopted in gand ring change in	the academic success of al Tends to personal learning engaging in need-based pr self-reflection practices, and to feedback. Identifies instructional personal standards-aligned content, use of instructional technologinstructional planning and in Develops a school-wide proon the needs of instructional and revises elements of the Develops instructional personal revises elements of the Develops instructional personal standards and revises elements of the Develops instructional personal standards and revises elements of the Develops instructional personal revises elements of the Mover and school-wide prodifferentiated, needs-based guided by understanding of learning strategies. Monitors and evaluates prodistrict- and school-level go improvement. Monitors and evaluates proproved provides timely, actionable, assistant principals and ins fosters continuous improve Provides time and resource professional culture of collathe shared educational vision of the school with mutual ac Adheres to the professional by the State Board of Educ implementing professional	tional personnel with the smote literacy achievement, in a students. and effectiveness by pofessional learning, modeling diseeking and being receptive connel needs, including evidence-based pedagogy, ogy, and data analysis for improvement. Diffessional learning plan based all personnel and students, explan as needed. Connel's professional eviding access to accept to a poportunities for growth professional learning linked to all to foster continuous fessional practice, and and ongoing feedback to tructional personnel that ment. The state of t	support, ar leaders wit achieveme Tends to prin needs-bareflection preedback. Coaches supersonnel revidence-band data arimproveme Supports proportuniting elements of the state Brithe supports professionary and the supportuniting professionary and the state Brithe supportuniting professionary and presonnel supportuniting presentation supportuniting sup	es with district personnel to recruit, develop, and retain diverse, effective, and caring school in the professional capacity to promote literacy nt, and the academic success of all students. ersonal learning and effectiveness by engaging ased professional learning, modeling self-ractices, and seeking and being receptive to chool leaders in identifying instructional needs, including standards-aligned content, ased pedagogy, use of instructional technology, nalysis for instructional planning and		



	Performance Rating							
	Requires Action		Progressing	Accomplish	ned	Exemplary		
7: Building Leadership Expertise	The expectation of Progressing practice is not met.	and develop oth organization to success and we	mpts to cultivate, support, ner leaders within the promote the academic ell-being of all students. consistently or partially	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							
	Assistant Principal: 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.		other personnel to build primprove instructional practice content. Cultivates current and potentials are content.	nips among school leaders and rofessional capacity and tice driven by standards-aligned ential school leaders and ent of a diverse pipeline of egating tasks to other school accountable. aff turnover and succession, effective induction and	productive, caring, and trusting working relational capacity and inven by standards-aligned school leaders and a diverse pipeline of a diverse pipeline of tasks to other school ntable. productive, caring, and trusting working relations among school leaders and other personnel trustions driven by standards-aligned content. Supports and cultivates school leaders and a diverse pipeline of future district leaders. Coaches school leaders to delegate tasks an accountability. Supports school leaders in mentoring school			
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.			ouild with academic	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							
	 Assistant Principal: 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. 		School Principal: 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.		 Principal Supervisor: 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. 			