

School District of Hillsborough County

School Administrator Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

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

Hillsborough County Public Schools (HCPS) promotes student achievement by helping educators and leaders excel in learning environments. Educator effectiveness, supported and developed by high quality instructional leaders, is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective practices in every school. By supporting leaders to excel as professionals through a focus on a site-based system of support throughout the district, students will achieve more and be prepared for life after graduation.

We will support educational leaders' professional growth in two main ways:

- 1) **Job-embedded professional development:** By observing leaders' practice, supervisors can identify areas of strength and areas for continued growth. This feedback may also be used to assist with professional development for their differentiated needs. Additionally, evaluation results assist to identify districtwide and site-based gaps and needs to drive school improvement planning.
- 2) **Evaluation:** The overall evaluation of performance is based on multiple measures of effectiveness, including supervisor assessment of performance and student achievement data.

Annual evaluations are comprised of two components: student achievement and supervisor evaluation.

Student Achievement (Value-Added Measure): 40% of the total evaluation score

Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each schools' instructional program upon student achievement. The final value-added measure score for each leader is based on an average of three (3) years of data, when available.

Instructional Practice Evaluation: 60% of the total evaluation score

Supervisors evaluate leaders based on information gathered through observations of practice, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities.

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

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

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- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

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

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	Start of the School Year & Ongoing	Canvas course. Internal SharePoint site with all resources and documents provide 24/7 access to all administrative employees.
Principals	Start of the School Year & Ongoing	Canvas course. Internal SharePoint site with all resources and documents provide 24/7 access to all administrative employees.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Continuously throughout the school year	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data report analysis.
Principals	Continuously throughout the school year	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data report analysis.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	Effective/Highly Effective Employees: 1 Final Evaluation Less-than-Effective/New Employees: 1 Midyear Evaluation, 1 Final Evaluation	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By June 30
Principals	Effective/Highly Effective Employees: 1 Final Evaluation Less-than-Effective/New Employees: 1 Midyear Evaluation, 1 Final Evaluation	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By June 30

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Hillsborough County, instructional leadership accounts for 60% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.
 - The evaluator rates all components of the Instructional Leader Evaluation Instrument (rubric on the following pages) at the end of the year in a holistic manner. To determine evaluation ratings, the evaluator assesses the performance of the instructional leader based on information gathered through observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Evaluators analyze the contents of the portfolio of evidence collected over the year. In addition to the data in the portfolio, evaluators consider all interactions with a leader and all evidence available that would inform the final evaluation ratings.
 - Each component of the rubric is equally weighted in the overall Instructional Leadership Practice Score.
 - Within each component, each performance level is worth a different point value for the component:
 - Requires Action: 0 points
 - Progressing: 2.5 point
 - Accomplished: 5 points
 - Exemplary: 7.5 points
 - To generate a score, the points awarded for the component, based on the performance level rated, are summed to determine the total Instructional Leadership Practice Score out of a possible 60 points.
 - For an example of the rubric calculation, see the chart below:

Component	Principal Rating	Points
1. Professional and Ethical Norms	Accomplished	5
2. Vision and Mission	Progressing	2.5
3. Operations and School Management	Progressing	2.5
4. Student Learning & Continuous School Improvement	Progressing	2.5
5. Learning Environment	Accomplished	5
6. Professional Capacity and Learning	Exemplary	7.5
7. Building Leadership Expertise	Progressing	2.5
8. Meaningful Family and Community Engagement	Accomplished	5
Total Instructional Practice Score		32.5 / 60

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	Performance Rating			
	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>			

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	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> <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. Inform 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. <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. Inform 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. <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. 			

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	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.
	<p>The Accomplished . . .</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Assistant Principal:</p> <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. </div> <div style="width: 48%;"> <p>School Principal:</p> <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. </div> <div style="width: 48%;"> <p>Principal Supervisor:</p> <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. </div> </div>			

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	Performance Rating			
	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 . . . <div> <div> 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. </div> <div> 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. </div> <div> 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. </div> </div>			

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	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.
The Accomplished . . .				
	Assistant Principal: <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.	School Principal: <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.	Principal Supervisor: <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.	

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	<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>			

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hillsborough County, other indicators of performance account for 0% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable. N/A
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance. N/A

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Hillsborough County, performance of students accounts for 40% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each school's teachers upon its students' achievement.

A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth expectation estimate is then compared to actual growth, as measured by relevant course and content assessments. In order to measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, including but not limited to exceptional student education (ESE) status, English language learner (ELL) status, student relative age compared to cohort, previous year's attendance, mobility, population density, and previous mathematics and reading achievement. In doing so, the teacher's actual instructional impact on student growth can be isolated and calculated. Additionally, a student is only included in a teacher's value-added calculation if that student is assigned to the teacher on two specific benchmark dates in a semester. The individual VAM scores of

all teachers within a school are aggregated together to create a comprehensive VAM score for the site's instructional leader.

Instructional leaders receive two distinct VAM scores, which together comprise their total VAM score. 25% of a leader's overall VAM score is based only on the value-added measures of the school's students for Level 1 and 2 students in reading and math. The remaining 75% of the VAM score is based on the value-added measures of all of the students enrolled in the school.

The final value-added measure score for each leader is based on an average of three (3) years of data, including the current year and the two years immediately preceding the current year, when available. The value-added measure score for new leader is based on a single year's data. The final VAM score is given on a scale of 0 to 40 points.

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
 - Each employee's total Instructional Leadership Practice Score is calculated following the method described on page eight. This score is on a 0–60-point scale, with 60 points being the maximum Instructional Leadership Practice Score.
 - Each employee's Value-Added Measure (VAM) score is determined as described on page 12. This score is on a 0–40-point scale, with 40 points being the maximum VAM Score.
 - The Instructional Leadership Practice Score and the VAM Score are summed to give a Total Evaluation score. This score is on a 0–100-point scale, with 100 points being the maximum Total Evaluation Score.

Instructional Leadership Practice Evaluation Score: 0-60 points		Value-Added Measure Score: 0-40 points
+		
Total Evaluation Score: 0-100 points		

- The calculated Total Evaluation Score is then used to determine the performance levels, HE, E, NI, and U. The chart below details score ranges that correspond to each performance level.

Total Evaluation Score Range	Performance Level
68.0000 - 100.0000	Highly Effective (HE)
43.0000 - 67.9999	Effective (E)
30.0000 - 42.9999	Needs Improvement (NI)
0.0000 - 29.9999	Unsatisfactory (U)

School Administrator Evaluation System

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

Elementary Principal—Highly Effective

Instructional Leadership Practice Score Calculation:

Component	Principal Rating	Points
a. Professional and Ethical Norms	Accomplished	5
b. Vision and Mission	Accomplished	5
c. Operations and School Management	Accomplished	5
d. Student Learning & Continuous School Improvement	Accomplished	5
e. Learning Environment	Accomplished	5
f. Professional Capacity and Learning	Exemplary	7.5
g. Building Leadership Expertise	Exemplary	7.5
h. Meaningful Family and Community Engagement	Accomplished	5
Total Instructional Practice Score		45 / 60

Value-Added Measure (VAM) Score:

- Year 1 VAM Score: 24.7743
- Year 2 VAM Score: 26.1985
- Year 3 VAM Score: 29.8007
- Final VAM Score: $(24.7743 + 26.1985 + 29.8007) / 3 = 26.9245$

Total Evaluation Score:

Instructional Leadership Practice Score: 45.0000
+ Final VAM Score: 26.9245

Total Evaluation Score: 71.9245

Performance Level:

Total Evaluation Score Range	Performance Level
[71.9245] 68.0000 - 100.0000	Highly Effective (HE)

High School Principal—Unsatisfactory

Instructional Leadership Practice Score Calculation:

Component	Principal Rating	Points
1. Professional and Ethical Norms	Progressing	2.5
2. Vision and Mission	Requires Action	0
3. Operations and School Management	Progressing	2.5
4. Student Learning & Continuous School Improvement	Requires Action	0
5. Learning Environment	Progressing	2.5
6. Professional Capacity and Learning	Requires Action	0
7. Building Leadership Expertise	Requires Action	0
8. Meaningful Family and Community Engagement	Progressing	2.5
Total Instructional Practice Score		10 / 60

Value-Added Measure (VAM) Score:

- Year 1 VAM Score: 19.2917
- Year 2 VAM Score: 18.9196
- Year 3 Year VAM Score: 18.5201
- Final VAM Score: $(19.2917 + 18.9196 + 18.5201) / 3 = 18.9104$

Total Evaluation Score:

Instructional Leadership Practice Score: 10.000

+ Final VAM Score: 18.9104

Total Evaluation Score: 28.9104

Performance Level:

Total Evaluation Score Range	Performance Level
[28.9104] 0.0000 - 29.9999	Unsatisfactory (U)

Appendix A – Evaluation Framework Crosswalks

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

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1. Professional and Ethical Norms
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1. Professional and Ethical Norms
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1. Professional and Ethical Norms
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1. Professional and Ethical Norms
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2. Vision and Mission
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	2. Vision and Mission
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2. Vision and Mission
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2. Vision and Mission
e. Recognize individuals for contributions toward the school vision and mission.	2. Vision and Mission
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3. Operations and School Management
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3. Operations and School Management

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3. Operations and School Management
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3. Operations and School Management
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3. Operations and School Management
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3. Operations and School Management
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3. Operations and School Management
h. Develop and maintain effective relationships with the district office and governing board;	3. Operations and School Management
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3. Operations and School Management
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3. Operations and School Management
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3. Operations and School Management
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3. Operations and School Management
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4. Student Learning and Continuous School Improvement
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4. Student Learning and Continuous School Improvement
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4. Student Learning and Continuous School Improvement
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4. Student Learning and Continuous School Improvement
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4. Student Learning and Continuous School Improvement
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4. Student Learning and Continuous School Improvement
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4. Student Learning and Continuous School Improvement

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5. Learning Environment
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5. Learning Environment
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5. Learning Environment
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5. Learning Environment
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6. Professional Capacity and Learning
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6. Professional Capacity and Learning
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6. Professional Capacity and Learning
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6. Professional Capacity and Learning
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6. Professional Capacity and Learning
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6. Professional Capacity and Learning
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6. Professional Capacity and Learning
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6. Professional Capacity and Learning
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6. Professional Capacity and Learning
7. Building Leadership Expertise	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7. Building Leadership Expertise
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7. Building Leadership Expertise
c. Develop capacity in teacher leaders and hold them accountable; and	7. Building Leadership Expertise
d. Plan for and provide opportunities for mentoring new personnel.	7. Building Leadership Expertise
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8. Meaningful Family and Community Engagement
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8. Meaningful Family and Community Engagement
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8. Meaningful Family and Community Engagement

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1. Professional and Ethical Norms
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1. Professional and Ethical Norms
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1. Professional and Ethical Norms
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1. Professional and Ethical Norms

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2. Vision and Mission
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2. Vision and Mission
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2. Vision and Mission
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2. Vision and Mission
e. Recognize individuals for contributions toward the school vision and mission.	2. Vision and Mission
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3. Operations and School Management
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3. Operations and School Management
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3. Operations and School Management
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3. Operations and School Management
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3. Operations and School Management
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3. Operations and School Management
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3. Operations and School Management
h. Develop and maintain effective relationships with the district office and governing board;	3. Operations and School Management
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3. Operations and School Management
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3. Operations and School Management
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3. Operations and School Management
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3. Operations and School Management

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4. Student Learning and Continuous School Improvement
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4. Student Learning and Continuous School Improvement
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4. Student Learning and Continuous School Improvement
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4. Student Learning and Continuous School Improvement
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4. Student Learning and Continuous School Improvement
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4. Student Learning and Continuous School Improvement
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4. Student Learning and Continuous School Improvement
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5. Learning Environment
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5. Learning Environment
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5. Learning Environment
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5. Learning Environment
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6. Professional Capacity and Learning
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6. Professional Capacity and Learning

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6. Professional Capacity and Learning
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6. Professional Capacity and Learning
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6. Professional Capacity and Learning
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6. Professional Capacity and Learning
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6. Professional Capacity and Learning
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6. Professional Capacity and Learning
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6. Professional Capacity and Learning
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7. Building Leadership Expertise
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7. Building Leadership Expertise
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7. Building Leadership Expertise
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7. Building Leadership Expertise
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8. Meaningful Family and Community Engagement
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8. Meaningful Family and Community Engagement
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8. Meaningful Family and Community Engagement

Appendix B – Observation Instruments for School Administrators

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

Observations utilize the Instructional Leader Evaluation Instrument (see page 10).


Appendix C – Student Performance Measures

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

Refer to the attachment *Course Test Map* for specific VAM-utilized assessments tied to each course.

Appendix D – Summative Evaluation Forms

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

 <p>Hillsborough County PUBLIC SCHOOLS <small>Preparing Students for Life</small></p>	<p>TF1210A Evaluation Summary School Year 2023-2024</p>	<p>Report No: TF1210A Run Date: 6/24/23 Run Time: 1:13:17 PM Page: X of X</p>
Evaluation Summary – Employee: 123456 Kapowski, Kelly		
Eval Type	Principal	
Site	1234	Tampa Bay High
Job Code	10186	Principal, High

Instructional Leadership Practice Evaluation	Value Added Model (VAM)					Final Ratings	
Rubric Score		2022 VAM	2023 VAM	2024 VAM	Final VAM Score	Overall Eval Score	State Level
40.0000	VAM Total	25.5000	25.5000	25.5000	25.5000	65.5000	E
	L1/L2 Students	5.5000	5.5000	5.5000			
	All Students	20.0000	20.0000	20.0000			

Key Terms											
Instructional Leadership Practice Evaluation	Rubric Evaluation Score (0-60 points)										
Value Added Model (VAM)	<p>VAM is a statistical measure indicating the contributions made toward a student's learning. (0-40 points) Administrative VAM scores are comprised of 10% VAM for Level 1/Level 2 students (10 points max) and 30% VAM for all students (30 points max).</p> <p>For additional details on your VAM score, please refer to your TF1312 Test Data Validation Report and the Value-Added Measure (VAM) Overview in the Performance Evaluation SharePoint.</p> <p>Final VAM Score is an average of available VAM scores from the previous three (3) years.</p>										
Final Ratings	<p>Overall Eval Score (0-100) = Instructional Leadership Practice Evaluation (0-60) + Final VAM Score (0-40) <i>*If no VAM Score, Instructional Leadership Practice Evaluation is scaled up to 100 possible points.</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 60%; text-align: center;">Overall Evaluation Score</th> <th style="text-align: center;">Performance Level</th> </tr> <tr> <td style="text-align: center;">68.0000 - 100.0000</td> <td style="text-align: center;">Highly Effective</td> </tr> <tr> <td style="text-align: center;">43.0000 - 67.9999</td> <td style="text-align: center;">Effective</td> </tr> <tr> <td style="text-align: center;">30.0000 - 42.9999</td> <td style="text-align: center;">Needs Improvement</td> </tr> <tr> <td style="text-align: center;">0.0000 - 29.9999</td> <td style="text-align: center;">Unsatisfactory</td> </tr> </table>	Overall Evaluation Score	Performance Level	68.0000 - 100.0000	Highly Effective	43.0000 - 67.9999	Effective	30.0000 - 42.9999	Needs Improvement	0.0000 - 29.9999	Unsatisfactory
Overall Evaluation Score	Performance Level										
68.0000 - 100.0000	Highly Effective										
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