



Hillsborough County PUBLIC SCHOOLS

Instructional & District Leader Evaluation Handbook

Human Resources Division | Performance Evaluation Department

Updated 2023

Vision: Preparing Students for Life

Hillsborough County Public Schools (HCPS) promotes student achievement by supporting leaders to serve as catalysts for shaping school improvements, accelerating teacher effectiveness, and creating lasting foundations for student learning.

The instructional and district leader evaluation system reflects current educational and professional leadership standards and proven practices focused on student success. This system is based on the belief that evaluations are:

- Part of a comprehensive system of support and professional development,
- Relevant to improvement of leaders,
- Dynamic work,
- Based on accurate, valid, and reliable information gathered through multiple measures, and
- Useful for informing leaders' learning and progress.

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

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

TABLE OF CONTENTS

<u>PURPOSE OF THE EVALUATION HANDBOOK</u>	3
<u>EVALUATION COMPONENTS</u>	3
<u>EVALUATION INSTRUMENTS</u>	4
<u>OBSERVATIONS OF PRACTICE</u>	6
<u>INSTRUCTIONAL/DISTRICT LEADERSHIP PRACTICE EVALUATION</u>	7
<u>VALUE-ADDED MEASURES (VAM)</u>	11
<u>OVERALL EVALUATION SCORE & FINAL RATINGS</u>	12
<u>LAWSON TALENT MANAGEMENT (LTM)</u>	13
<u>EVALUATION REVIEW PROCESS</u>	13
<u>Appendix A: Instructional Leader Evaluation Instrument</u>	14
<u>Appendix B: District Leader Evaluation Instrument</u>	19

PURPOSE OF THE EVALUATION HANDBOOK

The purpose of this handbook is to outline Hillsborough County Public School's instructional and district leader evaluation process. This handbook serves as a reference tool to assist leaders and stakeholders in understanding the district's processes for collecting, documenting, and evaluating practice and overall leader performance.

EVALUATION COMPONENTS—Instructional Leader

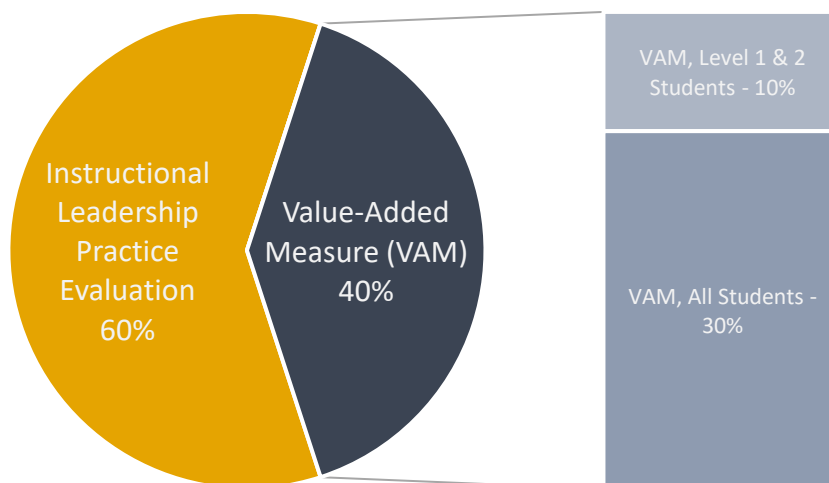
For site-based instructional leaders, the evaluation consists of two measures used to determine an instructional leader's overall effectiveness. Per Florida Statute 1012.34(3)(a), at least one-third of an instructional leader's evaluation must be based on student data, and at least one-third must be based upon instructional leadership practice. The components of the instructional leader evaluation are listed below and explained in greater detail later in the handbook.

Instructional Leadership Practice Evaluation: 60% of the Overall Evaluation Score*

Using the *Instructional Leader Evaluation Instrument* (rubric), leaders are evaluated based on information gathered through ongoing observations of practice and other supporting elements and evidence of performance that demonstrate professional practice and responsibilities.

Student Achievement (Value-Added Measure): 40% of the Overall Evaluation Score*

Hillsborough County Public Schools uses a customized value-added measure (VAM) model to assess the impact of educators and instructional leaders upon their students' achievement. Refer to page 9 for additional information on the Value-Added Measure model.

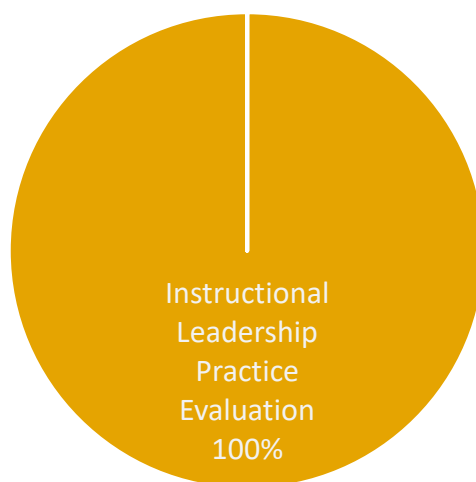


EVALUATION COMPONENTS—District Leader

For district leaders, the evaluation consists of a single measure used to determine an instructional leader's overall effectiveness:

District Leadership Practice Evaluation: 100% of the Overall Evaluation Score*

Using the *District Leader Evaluation Instrument* (rubric), leaders are evaluated based on information gathered through ongoing observations of practice and other supporting elements and evidence of performance that demonstrate professional practice and responsibilities.



EVALUATION INSTRUMENT—Instructional Leader

The *Instructional Leader Evaluation Instrument* encompasses the foundational ideas by which HCPS defines effective instructional leadership practice. The rubric offers descriptions of practices that, based on research and empirical evidence, have been shown to promote effective instruction and student learning. With eight components of practice, this framework serves as the guide for rating instructional leader practice. To view the complete rubric, refer to [Appendix A on page 14](#).

1. Professional and Ethical Norms	2. Vision and Mission	3. Operations and School Management	4. Student Learning and Continuous School Improvement
5. Learning Environment	6. Professional Capacity and Learning	7. Building Leadership Expertise	8. Meaningful Family and Community Engagement

EVALUATION INSTRUMENT—District Leader

The *District Leader Evaluation Instrument* encompasses the foundational ideas by which HCPS defines effective district leadership practice in public education. The rubric offers descriptions of practices that, based on research and empirical evidence, have been shown to promote effective practice and ultimately student learning. With eight components of practice, this framework serves as the guide for rating district leader practice. To view the complete rubric, refer to the [Appendix B on page 19](#).

1. Professional and Ethical Norms	2. Vision and Mission	3. Operations and Management	4. Student Learning and Continuous Improvement
5. Environment	6. Professional Capacity and Learning	7. Building Leadership Expertise	8. Meaningful Communication and Stakeholder Engagement

OBSERVATIONS OF PRACTICE

Observations of practice are essential to the evaluation process. Evaluators conduct ongoing, non-formalized observations of an employee's practice to gather and document evidence of effective practices.

Observations:

- Are unscheduled,
- Ongoing,
- Focus on components of the respective evaluation instrument, and
- Provide opportunities for feedback to improve and grow practice.

Observational data are used in determining final evaluation ratings, as well as to recommend and support job-embedded professional development needs.

Documentation methods of evidence collected from observation are at the discretion of the evaluator.

Employee Journal

Throughout the year, employees are encouraged to utilize the provided journal function in the LTM Employee Space to share additional insights, follow up, and reflections. If the journal is marked "Public," evaluators will review the information during the evaluation process.

INSTRUCTIONAL/DISTRICT LEADERSHIP PRACTICE EVALUATION

Midyear Evaluation

A Midyear Evaluation is a full rating of the evaluation instrument to provide the employee with summative feedback on practice for the first semester. It is an opportunity for the employee and evaluator to have a discussion about the employee's performance and development goals. Midyear evaluations are not scored and do not carry a weight in the calculation of the final evaluation.

Two groups of employees receive Midyear Evaluations:

- Employees in their first year of employment in the current position, and
- Employees who were evaluated as less than effective the previous year.

Additionally, the evaluator may elect to complete a Midyear Evaluation for an employee who does not otherwise require one to document performance at the midyear point.

Employees have the opportunity to complete an optional midyear self-evaluation if they choose to do so.

Instructional Leadership Practice (Final) Evaluation

At the end of the school year, evaluators evaluate the performance of leaders based on information gathered through ongoing observations of practice and other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Evaluators analyze all collected evidence and any added information uploaded by the employee in the LTM Journal. Evaluators consider all interactions with employees and all evidence available that would inform final evaluation ratings.

A final evaluation is required for any employee who earns a year of creditable service (i.e., works, or is paid for, 100 days within the school year).

Employee Self-Evaluation

For each evaluation, employees are given the opportunity to complete a self-evaluation of their own practice using their respective evaluation rubric. The self-evaluation is generated automatically for employees and available in LTM Employee Space. This self-evaluation provides employees the opportunity to reflect on their practice, share evidence of that practice aligned to the rubric, and advocate for themselves in regard to their performance.

Evaluation Conference & Ratings

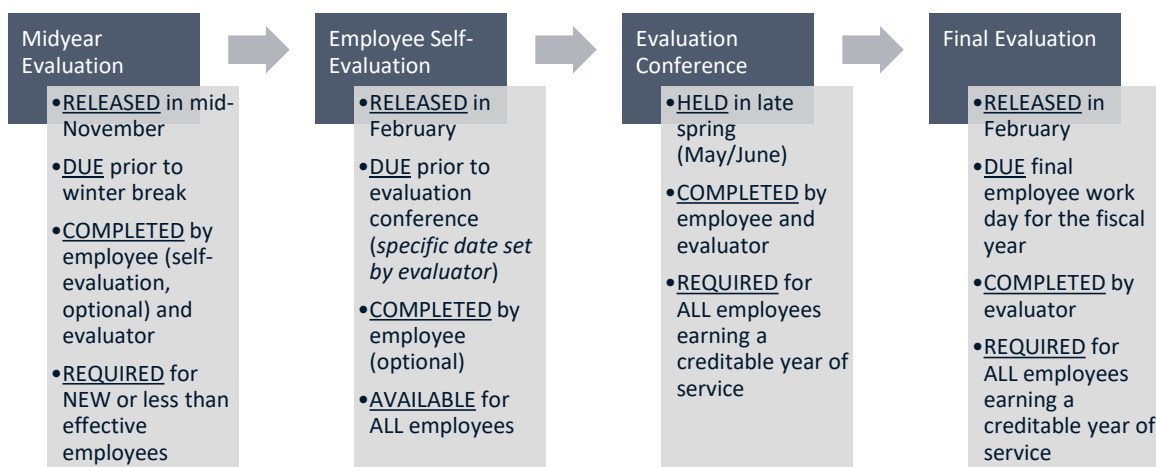
Evaluators and employees engage in evaluation conferences at the end of the year to discuss the evaluation ratings reflecting the instructional leader’s performance over the school year. In the evaluation conference, the evaluator will share with the employee specific ratings given on the evaluation instrument, evidence supporting those ratings, and feedback to reinforce and enhance future practice. The employee may bring to the conference documentation supporting their practice, but this is not required.

Following the conference, evaluation ratings and feedback are uploaded to the employee’s LTM Employee Space portfolio. Evaluators are required to provide written explanation for all indicators rated as “Requires Action” (RA). The employee will receive a system-generated notification email when the evaluation is viewable in LTM Employee Space. The evaluation should be posted and finalized for the employee to view electronically within 10 business days of the conference.

Once posted, the employee has the opportunity to view the appraisal in LTM Employee Space, acknowledge the evaluation, and provide a written response to the evaluation. If an employee provides a written response to the evaluation in LTM Employee Space, the response shall become a permanent attachment to his/ her personnel file.

Instructional/District Leadership Practice Evaluation Timeline

Evaluation due dates are set and published annually by the Human Resources Division.



Performance Ratings

Annual performance in each component is rated on a scale demonstrating the varying levels of practice: Requires Action, Progressing, Accomplished, and Exemplary.

Requires Action	<ul style="list-style-type: none">• Leaders performing at this level do not yet appear to understand the concepts underlying the components.• Leaders have difficulty internalizing effective practices and need ongoing assistance and support to complete daily responsibilities.
Progressing	<ul style="list-style-type: none">• Leaders performing at this level appear to understand the concepts underlying the components and attempt to implement their elements, but implementation is sporadic, intermittent or otherwise not entirely or inconsistently successful.
Accomplished	<ul style="list-style-type: none">• Leaders performing at this level have mastered the work of their practice while still striving to improve.• They thoroughly know their practice.• They have a broad repertoire of strategies and activities and can move easily to Plan B if necessary.
Exemplary	<ul style="list-style-type: none">• Leaders performing at this level are master leaders.• Exemplary level performance is extremely high performance, resulting from a combination of an understanding of stakeholders, instruction/practice, and leadership.• Practice at this level exceeds high expectations of Accomplished level practice.

Instructional/District Leadership Practice Score

Each component of the evaluation instruments is weighted evenly, and the entire Instructional Leadership Practice Evaluation has a possible 60 points.

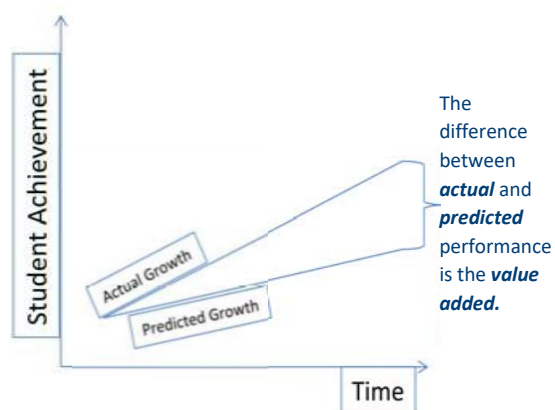
The breakdown of points is as follows:

	Requires Action	Progressing	Accomplished	Exemplary
1. Professional and Ethical Norms	0	2.5	5	7.5
2. Vision and Mission	0	2.5	5	7.5
3. Operations and School Management <i>(*Operations and Management)</i>	0	2.5	5	7.5
4. Student Learning and Continuous School Improvement <i>(*Student Learning and Continuous Improvement)</i>	0	2.5	5	7.5
5. Learning Environment <i>(*Environment)</i>	0	2.5	5	7.5
6. Professional Capacity and Learning	0	2.5	5	7.5
7. Building Leadership Expertise	0	2.5	5	7.5
8. Meaningful Family and Community Engagement <i>(*Meaningful Communication and Stakeholder Engagement)</i>	0	2.5	5	7.5

**Component names for District Leader Evaluation Instrument that differ from Instructional Leader Evaluation Instrument.*

VALUE-ADDED MEASURES (VAM)

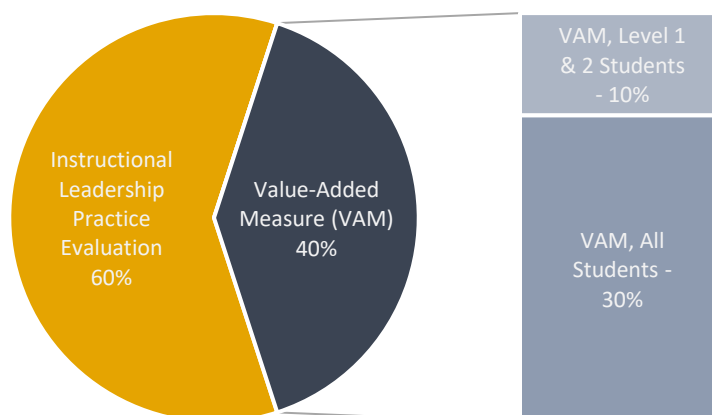
Per Florida Statute 1012.34(3)(a)1, at least one-third of an instructional leader's performance evaluation must be based upon data and indicators of student performance. A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth and performance of each student. The performance *expectation estimate* is then compared to the *actual* performance of the student, as measured by relevant course and content assessments. The difference between the *expected* performance of the student and the *actual* performance of the student is the *value added* by the educator's instruction.



In order to isolate and measure an educator's impact on student achievement, the model controls for variables that are outside the educator'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 of residential area, and previous mathematics and reading achievement. In doing so, the educator's actual instructional impact on student growth can be extrapolated and calculated. Additionally, a student is only included in an educator's value-added calculation if that student is assigned to the educator on at least two specific benchmark dates within a semester and has all required pre- and post-measures.

Instructional leaders receive VAM data for their students broken into two parts:

- All students, schoolwide (30% of the Overall Evaluation)
- Level 1 and Level 2 students, schoolwide (30% of the Overall Evaluation)



Final VAM Score

The final value-added measure score is a numerical value between 0 and 40. The final VAM score for each instructional leader is based on an average of the three (3) most recent years of data, when available. For employees with less than three years of data available, the available scores are averaged based on the number of years available.

Since VAM is based on actual performance of students, scores cannot be calculated until all student assessment data has been finalized and received by the district. As such, final evaluation reports are not released until the fall of the following school year, once VAM scores have been finalized and added to the Instructional Leadership Practice Evaluation Score.

OVERALL EVALUATION SCORE & FINAL RATINGS

The Overall Evaluation Score (0-100 points) is a composite of:

- Instructional Leadership Practice Score (0-60 points) and
- Final VAM Score (0-40 points).

Once an Overall Evaluation Score is calculated by adding the Instructional Leadership Practice and VAM scores, the corresponding Evaluation Level is determined (Highly Effective, Effective, Needs Improvement, or Unsatisfactory). A chart detailing the score ranges for each performance level is available on the [Performance Evaluation SharePoint site](#).

An instructional leader's performance is integral when planning for professional learning needs as well as for consideration in leadership roles and administrative opportunities. Additionally, evaluators use evaluation system data to help drive continuous improvement efforts, such as School Improvement Plans, and to develop site-based systems of support for schools.

LAWSON TALENT MANAGEMENT (LTM)

All evaluation forms are stored in Employee Space, also known as the electronic instructional portfolio, within Lawson Talent Management (LTM). Employees and evaluators have access to the data in employee's Employee Space.

Appraisal forms (evaluation forms) are stored in LTM Employee Space. LTM serves as an official digital storage location for all evaluation-related appraisal forms. Access to this data is secured via a log-in portal.

Note on Public Records Requirement: State law mandates evaluations are public record and viewable one year following the completion of the evaluation.

EVALUATION REVIEW PROCESS

If an employee believes an error was made on the Instructional/District Leadership Practice Evaluation, a review of the evaluation may be requested. To request a review, the employee shall complete the "Request for Review" form, available on the [Performance Evaluation SharePoint site](#).

Requests will be reviewed by Human Resources, Performance Evaluation Department, to determine whether the employee has a reviewable issue or error in the evaluation. If there is an issue constituting review, the information will be forwarded to the Instructional Practice Evaluation Review Committee.

The committee will meet as needed to review all submissions. The committee may request additional information regarding the evaluation if necessary. The committee's recommendations will be submitted to the Chief Human Resources Officer.

For updated information regarding the evaluation process, please review all resources on the [Performance Evaluation SharePoint site](#).

APPENDIX A: INSTRUCTIONAL LEADER EVALUATION INSTRUMENT

	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>			

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.• Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.• Collaborates with the principal to develop and maintain effective relationship with feeder and connecting schools for enrollment management and curricular instructional articulation.• Develops and maintains effective relationships with district office and/or governing board.• Collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.• Collaborates with the principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.• Collaborates with the principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.• Collaborates with the principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.		<p>School Principal:</p> <ul style="list-style-type: none">• Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.• Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.• Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.• Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.• Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders.• Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.• Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.• Develops and maintains affective 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.

Instructional/District Leader Evaluation Handbook

Performance Rating				
	Requires Action	Progressing	Accomplished	Exemplary
4: Student Learning and Continuous School Improvement	The expectation of Progressing practice is not met.	The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.
	<p>The Accomplished . . .</p> <div> <div> <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> <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> <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>			
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.
	<p>The Accomplished . . .</p> <div> <div> <p>Assistant Principal:</p> <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> <p>School Principal:</p> <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> <p>Principal Supervisor:</p> <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>			

6: Professional Capacity and Learning	<p>The expectation of Progressing practice is not met.</p>	<p>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.</p>	<p>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.</p>	<p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>
	<p>The Accomplished . . .</p> <div> <div data-bbox="426 483 884 1166"> <p>Assistant Principal:</p> <ul style="list-style-type: none"> Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, and the academic success of all students. Tends to personal learning and effectiveness by engaging in means based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Collaborates with the principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed. Supports the principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement. Collaborates with the principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. Collaborates with the principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. Adheres to the professional learning standards adopted by the State Board of Education and planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> <div data-bbox="894 483 1352 1206"> <p>School Principal:</p> <ul style="list-style-type: none"> Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, in the academic success of all students. Tends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed. Develops instructional personnel's professional knowledge and skills by providing access to differentiated, needs-based opportunities for growth guided by understanding of professional and adult learning strategies. Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> <div data-bbox="1362 483 1839 1109"> <p>Principal Supervisor:</p> <ul style="list-style-type: none"> Collaborates with district personnel to recruit, develop, support, and retain diverse, effective, and caring school leaders with the professional capacity to promote literacy achievement, and the academic success of all students. Tends to personal learning and effectiveness by engaging in needs-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Coaches school leaders in identifying instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. Supports principals in reaching established goals by monitoring progress, providing feedback, and revising elements of the professional learning plan as needed. Develops school leaders' professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. Monitors and evaluates school leaders' instructional leadership skills, and provides timely, actionable, and ongoing feedback that fosters continuous improvement. Assists school leaders in learning to provide time and allocate resources in ways that best support school personnel and meet their school's needs. Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. </div> </div>			

Performance Rating				
	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>			

APPENDIX B: DISTRICT LEADER EVALUATION INSTRUMENT

	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 district 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 district community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.
2: Vision and Mission	The expectation of Progressing practice is not met.	The leader attempts to collaborate with colleagues and 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 colleagues and 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 colleagues and stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.
3: Operations and Management	The expectation of Progressing practice is not met.	The leader attempts to manage departmental and/or divisional operations and resources to cultivate an effective and productive program that promotes the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader manages departmental and/or divisional operations and resources to cultivate an effective and productive program that promotes the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who manages departmental and/or divisional operations and resources to cultivate an effective and productive program that promotes the academic success and well-being of all students.
4: Student Learning and Continuous 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.
5: Environment	The expectation of Progressing practice is not met.	The leader attempts to cultivate a caring, rigorous, and supportive departmental and/or divisional 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 departmental and/or divisional 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 departmental and/or divisional community that promotes the academic success and well-being of students.
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 departmental and/or divisional personnel by creating support systems and advocating for 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 departmental and/or divisional personnel by creating support systems and advocating for 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 departmental and/or divisional personnel by creating support systems and advocating for professional learning to promote the academic success and well-being of all students.
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.
8: Meaningful Communication and Stakeholder 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.