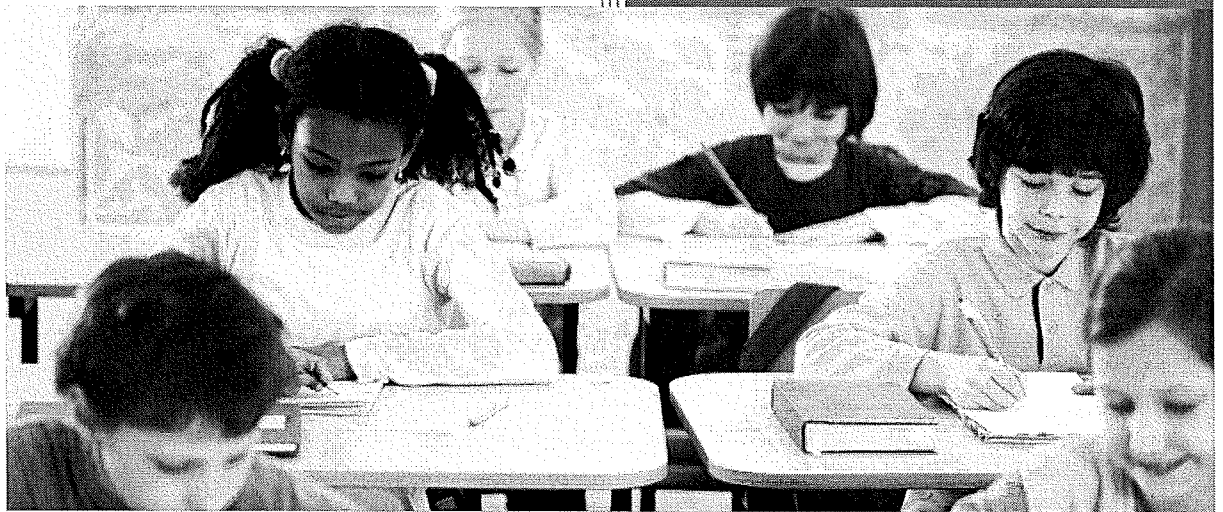


School District of Nassau County

School Administrator Evaluation System



Revised October 1, 2018
for
2018-2019



State Board of Education

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November 5, 2018

Kathy Burns
Superintendent
Nassau County School District
1201 Atlantic Avenue
Fernandina Beach, Florida 32034

Dear Superintendent Burns:

Thank you for submitting Nassau County School District's 2018-19 School Administrator Evaluation System for review; the amendments to the system have been approved. The department appreciates your continued leadership in your district and throughout the state for the benefit of all of our students.

At your earliest convenience, please ensure the district's website is updated with the revised School Administrator Evaluation System that was approved by the department and send the URL link to DistrictEvalSysEQ@fldoe.org.

Should you have questions or concerns, please contact me at Eileen.McDaniel@fldoe.org or 850-245-0562, or Jason Graham at Jason.Graham@fldoe.org or 850-245-0546.

Sincerely,

Eileen L. McDaniel
Chief, Bureau of Educator Recruitment, Development & Retention

ELM/jg

cc: Joyce Menz – Director, Professional Development
Suzanne Davis – Director, Personnel Services

Hershel Lyons
Chancellor of Public Schools

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-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

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.

School Administrator Evaluation System

Table of Contents

Part I: Evaluation System Overview	#3-4
Part II: Evaluation System Requirements	#4-5
Part III: Evaluation Procedures	#6
Part IV: Evaluation Criteria	
A. Instructional Leadership	#7
B. Other Indicators of Performance	#8
C. Performance of Students	#8-9
D. Summative Rating Calculation	#10-11
Appendices	
Appendix A – Evaluation Framework Crosswalk	#12-14
Appendix B – Observation Instruments for School Administrators...	#15 and Attachment
Appendix C – Student Performance Measures	#16-19
Appendix D – Summative Evaluation Forms	#20 and Attachment

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.

The Nassau County School District is committed to leadership growth and development through the evaluation of school leaders. The evaluation framework utilized by the Nassau County School District is the **Marzano Focused School Leader Evaluation Model**, Florida version. This model is based on a research framework that supports student learning and effective instruction and is aligned with the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C.

The Marzano Focused School Leader Evaluation Model system is aligned with the district's instructional evaluation system (Marzano Focused Teacher/Non-Classroom Evaluation Models). The school leader evaluation system is designed to support teachers in the performance of their responsibilities for ensuring the achievement of individual students.

The Marzano Focused School Leader Evaluation Model consists of 21 elements, each with extensive evidences, across the six following domains:

- Domain 1: A Data-Driven Focus on School Improvement
- Domain 2: Instruction of a Guaranteed and Viable Curriculum
- Domain 3: Continuous Development of Teachers and Staff
- Domain 4: Community of Care and Collaboration
- Domain 5: Core Values
- Domain 6: Resource Management

The Marzano Focused School Leader Evaluation Model is aligned to the Florida Principal Leadership Standards. Please see the Crosswalk, District Appendix A.

Also identified in the model are additional elements that are specified in Section 1012.34, F.S. [Rule 6A-5.030(2)(c)4., F.A.C.]:

1. Continual Self-Assessment: Elements that assess the school leader's progress on leadership practice priorities.
2. Feedback Practices: Elements that assess a principal's proficiency in monitoring, evaluating proficiency, and providing timely feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.
3. High Effect Size Strategies: Elements that assess a principal's proficiency in ensuring that instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
4. Elements that assess a principal's proficiency in facilitating professional learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

School Administrator Evaluation System

5. Elements that assess a principal's proficiency in establishing and communicating clear goals: The principal communicates goals and expectations clearly and concisely using Florida's common language of instruction.
6. Elements that assess professional and ethical behavior.

The district's Marzano School Leadership Evaluation Model identifies five research-based performance levels with proficiency scales for each of the 21 elements within the six domains, along with evidences of success. The scales and evidences reflect district and state priorities and are the basis for providing feedback, designing professional learning, and determining the rating for the leadership practice component of a school leader's final annual summative evaluation rating. Please see the "Domains, Elements, Scales and Evidences," Appendix B.

The Marzano Focused School Leader Model is digitized in the district's iObservation platform to provide for school leader evidence collection and self-assessment, and for evaluator observation ratings for the elements in the above domains with proficiency levels and evidences.

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 administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) 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.

School Administrator Evaluation System

- ☒ 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.
 - 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
School Administrators	September-October Annually	Principals' Meetings; Assistant Principals' Meetings, email, memos, and other documents

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Annually August - June	Artifacts, documents, and other evidence are uploaded into iObservation or are provided to the evaluator during an evaluation conference.

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
School Administrators	One Formal	Annual Report of Instructional Leadership Practice Rating: Completed by June 30 th each year Summative Evaluation of Instructional Leadership Practice and Student Performance: Completed by October 30 th annually	Final evaluation results are communicated August – October of the following school year.

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 Nassau County, instructional leadership accounts for 65% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including cut points for differentiating performance.

Step 1: Elements in each domain are rated using the specific element proficiency scales outlined in Appendix B. Below is a general rating scale.

Table 1: General Rating Scale for Marzano Instructional Leadership Practice Elements

	4	3	2	1	0
Rating Used For Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

Step 2: If no evidence is recorded for an element, the element is not scored or included in the leadership practice calculation.

Step 3: All element scores are added and averaged for a final leadership practice score.

Step 5: Compare the score to the scale for a final instructional leadership practice status rating. See Table 2.

Table 2: Leadership Practice Ratings

Highly Effective 3.5-4.0	Effective 2.5-3.4	Needs Improvement 2.4-1.5	Unsatisfactory 0.0-1.4
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Step 6: In the calculation of the overall final summative evaluation score, the Leadership Practice Rating will be multiplied by 65%.

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 Nassau County, other indicators of performance account for 0% of the school administrator overall performance evaluation.

2. Description of additional performance indicators, if applicable. NA
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including cut points for differentiating performance. NA

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 Nassau County, performance of students accounts for 35% of the school administrator performance evaluation.

For Nassau County school leaders, the evaluation system will include data on the academic performance of all students assigned to the school leader's building. This data will comprise 35% of the summative evaluation rating for a school leader.

Performance data for all students enrolled at a school leader's building are included in the calculation. Performance on all assessments administered for students at a school shall be part of the calculation for the school leader's student performance rating. At least one, but no more than three years of most recent data will be used, including the current year and the two years immediately preceding the current year, when available. The percentage of the evaluation that is based on performance of students when there are three years of data available is 35%. When there are less than three years of data available, the percentage of the evaluation that is based on the performance of students is also 35%.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including cut points for differentiating performance.

School Administrator Evaluation System

To calculate the Student Performance Evaluation Score, the steps below will be followed:

1. Calculate the total number of students assigned to the school over the course of three (3) years, or for the number of years for which data are available, for all assessments.
2. Calculate the total number of students who have “Met Expectation” over the course of three (3) years, or for the number of years for which data are available, for all assessments.
3. Determine the Percent (%) of students “Meeting Expectation” by dividing the total number of students Meeting Expectation by the total number of students.
4. Using **Table 2**, convert the Percent (%) of students “Meeting Expectation” to be used in the calculation of the SPE Score to the assigned score for Student Performance.
5. That score is multiplied by 35% and accounts for that percentage of the overall, final summative evaluation score.

Only students who are verified through the roster verification process will be considered in the school leader’s student performance calculation.

Table 2: District Student Performance Measures
Percent & Assigned Student Performance Evaluation (SPE) Score

% of Students Demonstrating Achievement/Proficiency/Growth And Score to be Assigned Denoted in ()s.	
80.00 -100.00	(4.00)
75.00 -79.99	(3.75)
70.00-74.99	(3.50)
65.00-69.99	(3.25)
60.00-64.99	(3.00)
54.00-59.99	(2.75)
48.00-53.99	(2.50)
42.00-47.99	(2.25)
35.00-41.99	(2.00)
17.00-34.99	(1.50)
0.00-16.99	(1.00)

School Administrator Evaluation System

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.

The final / summative evaluation score and rating for school leaders is calculated using the Leadership Practice (LP) score (65%) and the Student Performance Evaluation (SPE) Score (35%).

District's Steps for Calculation of Final/ Summative Evaluation Score and Rating

Step 1: Multiply Leadership Practice (LP) Score from formal observation ratings by **0.65**

Step 2: Obtain Student Performance Evaluation (SPE) Score from Table 2 and multiply by **0.35**

Step 3: Add to determine final Overall Score

Step 4: Refer to Final Evaluation Rubric for Final Overall Rating (see Table 3 below)

Table 3: District's Final Evaluation Rating Rubric

Highly Effective	Effective	Needs Improvement	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	0.0 – 1.4

As noted in the table above, a school leader's Final Evaluation Rating Score can fall into one of four (4) levels of performance, as required by and delineated in Statute.

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 principal can earn a highly effective and an unsatisfactory summative performance rating, respectively.

K-5 Elementary School Leader Earning a Highly Effective Summative Performance Rating

Step 1: Leadership Practice Rating of 3.8 based on formal observation ratings by supervisor, multiplied by .65 = 2.47

Step 2: Obtain SPE score from **Table 2** and multiply by .35 (4.0 multiplied by .35= 1.4)

Assessment(s) Used	Year(s) 15-16 16-17 17-18	Gr	Total # Students	# Meeting Expectation	% Meeting Expectation	SPE Score
Access 2.0 for ELL students	"	HS	55	48		
Stanford 10 Assessment for grades K-3	"	HS	350	310		
FSA for grades 3-5	"	HS	350	295		
Total			755	653	86%	4.0

Step 3: Add scores of 2.47 + 1.4 = 3.87

Step 4: Final score of 3.87 = **Highly Effective per Table 3**

School Administrator Evaluation System

High School Leader Gr. 9-12 Earning an Unsatisfactory Summative Performance Rating

Step 1: Leadership Practice Rating of 1.0 based on formal observation ratings by supervisor,
multiplied by .65 = .65

Step 2: Obtain SPE score from **Table 2** and multiply by .35 (2.0 multiplied by .35= .70)

Assessment(s) Used	Year(s) 15-16 16-17 17-18	Gr		Total # Students	# Meeting Expectation	% Meeting Expectation	SPE Score
Teacher Developed Tests	"	HS		610	300		
AP Exams	"	HS		450	175		
Industry Certifications	"	HS		130	70		
State EOCs	"	HS		825	250		
Total				2,015	795	39%	2.0

Step 3: Add scores of .65 + .70 = 1.35

Step 4: Final score of 1.35 = **Unsatisfactory per Table 3**

School Administrator Evaluation System

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

KEY: D=DOMAIN E=ELEMENT AND EVIDENCES

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
Domain 1: Student Achievement	
1. Student Learning Results	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	D-2; E-3,4
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	D-1; E-1, 2, 3 D-2; E-3
2. Student Learning as a Priority	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	D-4; E-1, 2, 3
b. Maintains a school climate that supports student engagement in learning;	D-4; E-3, 4
c. Generates high expectations for learning growth by all students; and,	D-1; E-1, 2
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	D-1; E-1, 2, 3 D-2; E-2 D-4; E-1
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	D-2; E-1, 2, 3 D-3; E-1, 2, 3
b. Engages in data analysis for instructional planning and improvement;	D-1; E-1, 2, 3 D-2; E-3, 4, 5
c. Communicates the relationships among academic standards, effective instruction, and student performance;	D-2; E-3, 4, 5
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	D-2; E-3, 4, 5
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	D-2; E-3, 4, 5
4. Faculty Development	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty/staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	D-1; E-1, 2 D-2; E-2
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	D-3; E-1, 2, 3
c. Employs a faculty with the instructional proficiencies needed for the school population served;	D-1; E-3 D-4; E-3 D-5; E-2

School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	D-3; E-1, 2, 3
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	D-1; E-3 D-3; E-3 D-4; D-3 D-5; E-2
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	D-3; E-1, 2, 3
5. Learning Environment	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	D-4; E-3, 4 D-5; D-3
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	D-4; E-3, 4 D-5; D-3
c. Promotes school and classroom practices that validate and value similarities and differences among students;	D-4; E-3, 4
d. Provides recurring monitoring and feedback on the quality of the learning environment;	D-3; E-2
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	D-1; E-1, 2, D-2; E-2 D-4; E-2
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	D-1; E-1, 2, 3 D-4; E-3
Domain 3: Organizational Leadership	
6. Decision Making	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	D-2; E-1, 2, 3, 4, 5
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	D-1; E-2, 3 D-5; E-1
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	D-1; E-2, 3 D-4; E-2
d. Empowers others and distributes leadership when appropriate; and,	D-4; E-1, 2
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	D-6; E-1, 2, 3
7. Leadership Development	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	D-3; E-1 D-4; E-2
b. Provides evidence of delegation and trust in subordinate leaders;	D-3; E-1 D-4; E-2
c. Plans for succession management in key positions;	D-3; E-1
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	D-2; E-2 D-3; E-2
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	D-4; E-3, 4 D-5; E-2 D-6; E-2

School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
8. School Management	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	D-6; E-1
b. Establishes appropriate deadlines for him/herself and the entire organization;	D-6; E-1, 2, 3
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	D-6; E-1
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	D-6; E-1, 2, 3
9. Communication	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	D-5; E-12,
b. Recognizes individuals for effective performance;	D-4; E-4
c. Communicates student expectations and performance information to students, parents, and community;	D-1; E-1, 2, 3 D-4; E-3, 4
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	D-1; E-1, 2, 3 D-2; E-1 D-4; E-1, 2
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	D-4; E-3, 4 D-5; E-2
f. Utilizes appropriate technologies for communication and collaboration; and,	D-6; E-1, 2, 3
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	D-2; E-3, 4, 5 D-6; E-3
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	D-5; E-1
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	D-1; E-1, 2, 3, D-2; E-1
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	D-1; E-3 D-4; E-3 D-5; E-2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	D-4; E-1, 2
e. Demonstrates willingness to admit error and learn from it; and,	D-5; E-1, 2, 3,
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	D-5; E-1

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.

**SEE SEPARATE, ATTACHED DOCUMENT FOR APPENDIX B.
THE OBSERVATION INSTRUMENT IS NOT AVAILABLE IN WORD DUE
TO LSI'S COPYRIGHT.**

School Administrator Evaluation System

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.

Student Performance Measures For Final Evaluation		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Pre-Kindergarten (PK)	ELLMS	Learning Gain
Kindergarten (K)	SAT 10 ACCESS 2.0, if applicable	50 th Percentile Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
First Grade (1)	SAT 10 ACCESS 2.0, if applicable	50 th Percentile Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Second Grade (2)	SAT 10 ACCESS 2.0, if applicable	50 th Percentile Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Third Grade (3)	FSA English/Language Arts (ELA) / FSA Math ACCESS 2.0, if applicable	Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Fourth Grade (4)	FSA English/Language Arts (ELA) / FSA Math ACCESS 2.0, if applicable	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Fifth Grade (5)	FSA English/Language Arts (ELA) / FSA Math State Science EOC - NGSSS ACCESS 2.0, if applicable	Levels 3, 4, or 5 or a learning gain within levels 1 and 2. Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (K-5) Art, Music, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Exceptional Student Education - ACCESS Courses (K-5) ACCESS Courses (3-5)	ULSA FSAA ACCESS 2.0, if applicable	Learning Gain Levels 3 or 4 or a learning gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Gifted (K-5)	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Support Facilitation (K-5)	Data for the cohort of teachers supported	As Applicable
Reading Coaches (PreK-5)	School Data: FSA English/Language Arts (ELA) SAT 10 ACCESS 2.0	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 50 th Percentile Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Behavioral Specialists, Guidance Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (PreK-5)	School Data: FSA English/Language Arts (ELA) / FSA Math FSAA State Science EOC- NGSSS ELLMS SAT 10 STAR Early Literacy (Math and Reading) ULSA ACCESS 2.0 Teacher Developed Tests	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Levels 3 or 4 or a learning gain Levels 3, 4, or 5 Learning Gain 50 th Percentile Learning Gain Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points) 75%

School Administrator Evaluation System

Student Performance Measures For Final Evaluation, continued

Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
English/Language Arts (ELA) Courses (6-8)	FSA English/Language Arts (ELA) ACCESS 2.0, if applicable	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Math Courses (6-8) Algebra 1/Algebra 1 Honors (8)	FSA Math FSA Algebra 1 EOC ACCESS 2.0, if applicable	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Science Courses (6-7) Science Courses (8)	Teacher Developed Tests State Science EOC - NGSSS ACCESS 2.0, if applicable	75% Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Social Studies Courses (6-8) Civics/ Civics Honors (7 th or 8 th)	Teacher Developed Tests State Civics EOC - NGSSS ACCESS 2.0, if applicable	75% Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (6-8) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Exceptional Student Education – ACCESS Courses (6-8)	FSAA ULSA ACCESS 2.0, if applicable	Levels 3 or 4 or a learning gain Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Gifted (6-8)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0, if applicable	75% Levels 3, 4, or 5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Support Facilitation (6-8)	Data for the cohort of teachers supported	As Applicable
Reading Coaches (6-8)	School Data: FSA English/Language Arts (ELA) ACCESS 2.0	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Behavioral Specialists, Deans, Guidance Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (6-8)	School Data: FSA English/Language Arts (ELA) / FSA Math FSA Algebra 1 EOC FSAA State Science EOC- NGSSS State Civics EOC - NGSSS ULSA ACCESS 2.0 Teacher Developed Tests	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Levels 3, 4, or 5 Levels 3 or 4 or a learning gain Levels 3, 4, or 5 Levels 3, 4, or 5 Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points) 75%

School Administrator Evaluation System

Student Performance Measures For Final Evaluation, continued

Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
English 1/ English 1 Honors/ English 2/ English 2 Honors	FSA English/Language Arts (ELA) ACCESS 2.0, if applicable	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English 3/ English 3 Honors/ English 4/ English 4 Honors/ Other English Courses (9-12)	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1 A Algebra 1/ Algebra 1 Honors/ Algebra 1 B Geometry / Geometry Honors Other Math Courses (9-12)	Teacher Developed Tests FSA Algebra 1 EOC FSA Geometry EOC Teacher Developed Tests ACCESS 2.0, if applicable, for all of the above	75% Levels 3, 4, or 5 Levels 3, 4, or 5 75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Biology/ Biology 1 Honors Other Science Courses (9-12)	State Biology 1 EOC - NGSSS Teacher Developed Tests ACCESS 2.0, if applicable, for all courses	Levels 3, 4, or 5 75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
U.S History/ U.S. History Honors Other Soc Stud Courses (9-12)	State U.S. History EOC - NGSSS Teacher Developed Tests ACCESS 2.0, if applicable, for all courses	Levels 3, 4, or 5 75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (9-12) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Advanced Placement (9-12)	Advanced Placement Assessments ACCESS 2.0, if applicable	Level 2 or higher Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Career and Technical Education	Industry Certification Examinations Teacher Developed Tests in the absence of an Industry Certification Exam	Receipt of Industry Certification 75%
Credit Recovery (9-12)	End of Course Examinations	Receipt of Credit
Dual Enrollment (9-12)	Teacher Developed Tests	75%
Exceptional Student Education – ACCESS Courses (9-12)	FSAA ULSA ACCESS 2.0, if applicable	Levels 3 or 4 or a learning gain Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Gifted (9-12)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0, if applicable	75% Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ROTC (9-12)	Teacher Developed Tests ACCESS 2.0, if applicable	75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
On the Job Training (OJT) (9-12)	Employer Evaluations	85% or higher
Support Facilitation (9-12)	Data for the cohort of teachers supported	As Applicable

School Administrator Evaluation System

Student Performance Measures For Final Evaluation, continued

Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement/Proficiency Cut Points
Behavioral Specialists, Athletic Directors, Deans, Guidance Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Testing Coordinators (9-12)	School Data: FSA English/Language Arts (ELA) FSA Algebra 1 EOC FSA Geometry EOC FSAA State Biology 1 EOC - NGSSS State U.S. History EOC - NGSSS Advanced Placement Assessments Industry Certification Examinations ULSA Teacher Developed Tests ACCESS 2.0	Levels 3, 4, or 5 or a learning gain within levels 1 and 2 Levels 3, 4, or 5 Levels 3, 4, or 5 Levels 3 or 4 or a learning gain Levels 3, 4, or 5 Levels 3, 4, or 5 Level 2 or higher Receipt of Industry Certification Learning Gain 75% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Adult Education Teachers and Career Pathways Specialists	Test of Adult Basic Education (TABE) General Educational Development (GED) State Assessments, if applicable On-line Final Course Examinations	Learning Gain Receipt of GED Diploma Levels 3, 4, or 5 75%
Homeless Liaison, Instructional Strategies Coaches, Teacher on Special Assignment (Virtual and Homeschool), Wellness Manager, (PreK-12)	District Data to Include All Assessments Administered District-wide	As Applicable
Curriculum Resource Teacher / Teacher on Special Assignment – English/Language Arts (ELA)	District Data to Include all ELA Assessments Administered District-wide ACCESS 2.0	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment –Math	District Data to Include all Math Assessments Administered District-wide ACCESS 2.0	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment – Science	District Data to Include all Science Assessments Administered District-wide ACCESS 2.0	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESOL / ELL Coach (PreK-12)	Assessing Comprehension and Communication and English State to State for ELL students (ACCESS)	Increase of .5 points on the overall score (Example: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D – Summative Evaluation Forms

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

SEE SEPARATE, ATTACHED DOCUMENT FOR APPENDIX D.

APPENDIX B
SCHOOL LEADER EVALUATION SYSTEM
NASSAU COUNTY SCHOOL DISTRICT

OBSERVATION INSTRUMENTS
FOR
SCHOOL LEADERS:

MARZANO FOCUSED SCHOOL LEADER MODEL

- 2018 Update -

DOMAIN 1

A Data-Driven Focus to Support Student Achievement

Element 1:

The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Element 2:

The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:

The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN 2

Continuous Support for Improvement of Instruction

Element 1:

The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Element 2:

The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:

The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN 3

Continuous Support for a Guaranteed and Viable Curriculum

Element 1:

The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Element 2:

The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3:

The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

Marzano District Leader Evaluation Model

- 2018 Update -

DOMAIN 4

Community of Care and Collaboration

Element 1:

The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2:

The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3:

The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4:

The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN 5

District Core Values

Element 1:

The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2:

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Element 3:

The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN 6

Resource Allocation Management

Element 1:

The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2:

The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Element 3:

The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Marzano Focused School Leader Evaluation Model

Domain I: A Data-Driven Focus on School Improvement

I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> Published goals focus on a plan for eliminating the achievement gap for each student Goals support the vision and mission of the school School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments Multiple sources of data are used to develop critical goals School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings Written goals address the most critical and severe achievement deficiencies Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal A school improvement or strategic plan delineates the critical goals Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities Faculty and staff can describe why the identified school-wide achievement goals are the most critical Data are available to identify how the most critical achievement goals of the school are supported

I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> • Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth • Data are routinely analyzed for learning gaps • Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year) • Individual student reports, graphs, and charts are regularly updated to track the progress of each student • Teachers regularly meet to analyze school growth data for individual students • School leadership teams regularly meet to analyze individual student performance • Teachers utilize multiple sources of individual student data in planning to close achievement gaps • Teachers regularly analyze data of their individual students, including all subgroups • Students keep data logs regarding their individual goals and for tracking progress • Student-led conferences focus on the student's achievement goals • Parents have access to student achievement data systems to track student progress • Parent-teacher conferences focus on individual student goals and progress • Teacher plans address the learning goals of their students • Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Desired Effect: Data confirm interventions help each student meet achievement goals.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> Processes are in place to identify students who need interventions Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school) Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results Enrichment programs are in place Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.) Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups Push-in or other in-class interventions are utilized when appropriate Interventionist and classroom teachers regularly work together to track student progress Teachers can explain how implemented interventions help individual students meet their goals Students and/or parents can identify how interventions helped close their achievement gap

Domain II: Instruction of a Viable and Guaranteed Curriculum

II(1): The school leader provides a clear vision for how instruction should be addressed in the school.

Desired Effect: Teachers use the instructional model.

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all faculty and staff understand the nuances of the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> • A written document articulating the school-wide model of instruction is in place • The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings • The school-wide language of instruction is used regularly by faculty in their informal conversations • Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction • Implementation of the instructional model is evident in daily classroom instruction • Intentional planning to use the instructional model is evident in teacher lesson plans • New initiatives are prioritized and limited in number to support the instructional model • Teachers can describe the major components of the school-wide model of instruction • Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population • Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes) • The vision for instruction is shared throughout the school and community

II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> • Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school • Accurate feedback is provided to each teacher regarding instructional practices • Systems are in place to monitor the effect of predominant instructional practices for each subgroup • Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations • Predominant instructional practices and trends are documented and regularly shared with teachers • Effective instructional practices and problems of practice are accurately described by the school leader • Data shows teachers implement new instructional strategies when provided feedback • Data regarding predominant instructional practices are used to inform professional development opportunities • Observation data confirm that teachers improve instructional practices • Student achievement data improves as teachers improve in the use of instructional strategies • Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample Evidences for Element 3 of Domain II
<ul style="list-style-type: none"> • An understanding of the alignment of curriculum and assessments is demonstrated by the school leader • Curriculum documents are in place that correlate the written curriculum to state and district standards • Resources to support curriculum align to standards • Rubrics or scales are in place that clearly delineate student levels of performance on essential standards • Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards • School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed • Assessments accurately measure adopted standards • Interventions are in place when standards are required and not incorporated • Implemented assessments reflect knowledge of child development and learning theories • Teachers can describe the essential standards for their subject area and/or grade level

II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> • A written list of essential standards is in place and available to each teacher • Written curriculum has been unpacked in such a manner that essential elements/standards have been identified • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps) • Time available for specific classes and courses meets the state or district specifications for those classes and courses • Schedules are protected to allow teachers time to teach the essential curriculum/standards • A plan is in place to monitor that the essential curriculum is taught in the time available to teachers • Teachers can describe which elements are essential and can be taught in the scheduled time • Students report they have time to learn the essential curriculum/standards • Processes are implemented at the school to ensure teachers teach the essential curriculum/standards • Data are available to show that teachers teach the essential curriculum/standards • Technology systems support essential standards

II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample Evidences for Element 5 of Domain II
<ul style="list-style-type: none"> Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum Parents are aware of their child's current access to the essential/standards elements of the curriculum Each student has equal access to advanced placement or other rigorous courses Each student has a prescribed program of study that documents access to appropriate courses Data are available to show teachers have completed appropriate content area training in their subject area courses Each student has equal access to courses that directly address the essential elements/standards of the required curriculum Data are available to verify student achievement in critical content and standards Teachers can describe the content strategies that result in the highest student learning for specific courses and topics Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment) Data are available to show that students are college and career ready Appropriate technology is in place to support and enhance instruction and curriculum The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

Domain III: Continuous Development of Teachers and Staff

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> • Each teacher provides written pedagogical growth goals • Teachers regularly track their progress towards meeting pedagogical growth goals • Evaluation results, growth plans, and interventions for struggling personnel are available • Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress • A teacher induction program is in place to support new teachers • Teacher leaders are identified, supported, and provided opportunities to develop • Personnel records reveal the leader hires and retains effective personnel • Standardized interview processes and/or protocols are utilized • Nondiscriminatory hiring practices are evident • Personnel records document that support system(s) are utilized to ensure personnel meet their goals • Teachers can describe their progress on their pedagogical growth goals • Staff members demonstrate continuous growth in their area of responsibility • Personnel can share documented examples of how reflection has improved their craft

III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample Evidences for Element 2 of Domain III
<ul style="list-style-type: none"> • Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • Data show the school leader provides frequent observations and meaningful feedback to teachers • Data are available to support that teacher evaluations are consistent with student achievement data • Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback • Teachers can describe how implementation of specific instructional strategies affects student achievement • When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback • When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training Online professional development courses and resources are available to teachers and staff regarding their growth goals Teachers and staff participation in professional development activities is recorded and tracked Teacher-led professional development is available to teachers regarding their instructional growth goals Instructional coaching is available to teachers to help them achieve their instructional growth goals Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices Data are available documenting how deliberate practice is improving teacher performance Teachers and staff can describe how professional development supports attainment of growth goals Teachers and staff implement new strategies after attending professional development Interventions are documented for staff who do not utilize professional development opportunities Interventions are in place to support personnel who do not continue to grow in their area of responsibility

Domain IV: Community of Care and Collaboration

IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample Evidences for Element 1 of Domain IV
<ul style="list-style-type: none"> Professional Learning Communities (PLCs) are in place and meet regularly PLCs have written goals Progress of PLCs towards their goals is regularly examined by the school leader Classroom assessments are created by PLCs Formative student achievement and growth data are analyzed by PLCs Teachers have opportunities to observe other teachers Teachers work collaboratively to write standards-based unit plans and assessments Teachers unpack standards and write learning targets demonstrating a progression of knowledge Teachers routinely examine student work for alignment to standards Progress of each PLC team toward reaching its goals is regularly reviewed To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from PLC meetings Teachers can explain how being a member of a PLC has helped them grow their pedagogy Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices PLCs that are working effectively or ineffectively are identified by the school leader Ongoing interventions are in place for teams or teachers who do not work as a PLC Student data reveal that PLCs are enhancing student achievement

IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> Teachers are made aware of the specific types of decisions in which they will have direct input Data-gathering techniques are in place to collect information from teachers Notes and reports are in place that describe how teacher input was used when making specific decisions or changes Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys) Groups of teachers are selected and utilized to provide input regarding specific decisions Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects The school leadership team has critical roles in facilitating school initiatives Data are available to show how input is used by the school leader Teachers report that their input is valued and taken into consideration by the school leader Data are available to reveal the school improves its overall effectiveness through a shared decision-making process School leader can describe the systematic processes in place to solicit teacher input Initiatives are analyzed to evaluate their effect on teaching and learning

IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Desired Effect: Equity is evident for each student.

Scale Value	Description
Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide equity for each student.
Applying (3)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student.
Developing (2)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student • Use of input data is made transparent • Examples of how equity is ensured are available • Data are available to show that input from the school's diverse population is valued and used • Use of interactive or social media is provided for staff, students, parents, and community to provide input • An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns) • Focus group meetings with students and parents are routinely scheduled • School leader hosts and/or speaks at community/business events • Examples of how input from the school community results in change and improvements are available • Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning • Survey data indicates that the school is perceived as a child-centered school where equity is evident • Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Desired Effect: Each member of the school feels valued and honored.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) Incremental successes of students and teachers are routinely recognized Successes of the diverse school community are celebrated Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated Perception inventories and other feedback data document that each member of the school feels valued and honored Adaptations to current practices are made after analysis of feedback data Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student Celebrations demonstrate understanding of the cultures represented in the school

Domain V: Core Values

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
<ul style="list-style-type: none"> Core values of the school are modeled by the school leader Goals, mission, and vision of the school are clearly communicated A published annual growth plan is in place to address how the school leader will address strengths and weaknesses Professional development activities consistent with the leader's growth plan have been identified Evidence of leadership initiatives is available Problem-solving and decision-making skills are demonstrated Regular interactions with an identified mentor are documented Communication is clear and accurate Multiple media sources are utilized to communicate with staff and community Faculty and staff identify the school administrator as the leader of the school Faculty and staff describe the school leader as uncompromising regarding raising student achievement Data indicate that school and community members perceive the leader as visible, welcoming, and approachable Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to “take on tough issues” • Ethical decisions and practices are evident in all aspects of the work performed by the leader • Student policies and procedures are fair, unbiased, and culturally responsive • Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student • Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn • Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives • Faculty and staff describe the school leader as one whose actions support his/her talk and expectations • Positive relationships are developed with staff, faculty, students, parents, and community

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student.
Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> • Each student is treated respectfully • Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity • Decision-making reflects cultural considerations and responsiveness • Clear and specific rules and procedures are in place • Faculty and staff are provided the means to communicate about the safety of the school • Emergency management procedures for specific incidents are practiced • Updates and communication to the faculty and staff regarding emergency management plans are available • Faculty and school community describe the school as a safe and orderly place • Faculty and school community describe the school as inclusive and focused on supporting learning • Social media is utilized so that students may anonymously report potential incidents • Students have choice, work in groups, feel empowered, and demonstrate self-efficacy • Systems are in place for mass communication to parents (e.g. a call out system, mass texting) • Teachers foster positive relationships with students and the community • Coordination with local law enforcement agencies regarding school safety issues is a routine event • Students, parents, and community provide input regarding issues of school safety

Domain VI: Resource Management

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Sample Evidences for Element 1 of Domain VI
<ul style="list-style-type: none"> • Budgets are clearly aligned and prioritized to support instruction and achievement • Resources and materials reflect the cultural assets and interests of students in the community • Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader • Faculty and staff report that they have adequate materials to teach effectively • Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources • Student achievement can be linked to effective use of resources • Technology improves the quality and efficiency of operational management • Analysis of utilized technology confirms how it supports effective teaching and improved learning

VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

Desired Effect: Data confirms that use of resources supports school improvement.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample Evidences for Element 2 of Domain VI
<ul style="list-style-type: none"> • Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident • Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained • District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support) • University partnerships are utilized to provide support for the school • Processes used by the leader to improve the school are evident and readily explained • Partnerships with external entities are actively pursued • Partnerships are monitored to determine how they impact the school • Documentation of how outside resources support school improvement is available

VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Sample Evidences for Element 3 of Domain VI
<ul style="list-style-type: none"> Deadlines are managed to enhance overall instructional effectiveness Operations and facility resources are managed effectively to provide support for instruction Curriculum materials and other resources meet district, state, or federal specifications Data reveal how compliance to rules and regulations supports instruction and student achievement Adherence to district and state policies and procedures is evident Compliance documents are available for each auditable department (e.g. Title funds, grants, special education) When compliance to rules and regulations is not evident, interventions are put in place

APPENDIX D

**SCHOOL LEADER EVALUATION SYSTEM
NASSAU COUNTY SCHOOL DISTRICT**

SCHOOL LEADER SUMMATIVE EVALUATION FORM

**THE NASSAU COUNTY SCHOOL DISTRICT
SCHOOL LEADER
FINAL SUMMATIVE EVALUATION FORM**

NAME:	<u>0</u>	TITLE:	<u>0</u>
EVALUATOR:	<u>0</u>	TITLE:	<u>0</u>
SCHOOL:	<u>Select One</u>	SCHOOL YEAR:	<u>2017-2018</u>

This form is to serve as a permanent record of an administrator's evaluation of a school leader's performance during a specific period.

MARZANO PROTOCOL - LEADERSHIP PRACTICE (LP) SCORE			
EVALUATION OF LEADERSHIP PRACTICE	TOTAL POSSIBLE SCORE/POINTS	DISTRIBUTION OF POINTS	OVERALL LEADERSHIP PRACTICE (LP) SCORE EARNED
Performance Of An Administrator Based On Marzano Protocol	4.0	Highly Effective	3.5 – 4.0
		Effective	2.5 – 3.4
		Needs Improvement	1.5 – 2.4
		Unsatisfactory	0.0 – 1.4
			LP Score <u>0.00</u>
			Multiply by 0.65 <u>0.00</u>
			Total LP Score <u>0.0</u>

STUDENT LEARNING GROWTH /ACHIEVEMENT (SLG)			
EVALUATION OF STUDENT LEARNING GROWTH / ACHIEVEMENT	TOTAL POSSIBLE PERCENTAGE POINTS	DISTRIBUTION OF PERCENTAGE POINTS & ASSIGNED SCORE	OVERALL SLG/ACHIEVEMENT PERCENTAGE POINTS & SCORE EARNED
Performance Of An Administrator Based On SLG / Achievement	100	Highly Effective	(80-100) 4.00
		Effective	(40-79) 3.00
		Needs Improvement	(20-39) 2.00
		Unsatisfactory	(0-19) 1.00
			Total % Points: <u>0.00%</u>
			Assigned Score: <u>FALSE</u>
			Multiply by 0.35 <u>0.0</u>
			Total SLG Score: <u>0.0</u>

LEVEL OF PERFORMANCE & FINAL EVALUATION SCORE			
HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT	UNSATISFACTORY
Final Evaluation Score of 3.5-4.0	Final Evaluation Score of 2.5-3.4	Final Evaluation Score of 1.5-2.4	Final Evaluation Score of 1.0-1.4
Unsatisfactory			0.0

Signature of Evaluator: _____ Date: _____

Signature of School Leader: _____ Date: _____