PUTNAM COUNTY SCHOOL DISTRICT
DISTRICT ADMINISTRATOR
EVALUATION SYSTEM
Evaluation Forms and Procedures for
Leadership Practice
Effective July 1, 2014

A Comprehensive System for the Annual Evaluation of District Administrators
Reviewed and Approved by the Florida Department of Education

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About Evaluation

The evaluation system adopted by the district is:
- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.

A New Approach to Evaluation: This evaluation system is designed to support three processes:
- ➢ **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- ➢ **Feedback** from the evaluator and others on what needs improvement.
- ➢ **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is Evaluated?
Evaluation of District Administrators is based on observation and evidence about certain leadership behaviors and the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:
1. Student Growth Measures: At least 50% of a district's administrator's annual evaluation is based on the performance of students in the district on specific state or district assessments (e.g. FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the district administrator's annual evaluation. Leadership Practice combines results of the Core Practices as defined by the Leadership and Learning Center and an additional Metric – Deliberate Practice.   The annual evaluation is based on observation of the leader's actions as well as the leader's impact on the actions and behaviors of others.

The processes and forms described in the following pages are focused on the Core Practice component of evaluation.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve their work.

- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.

Research Framework

1. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to subordinates when they understand the research framework

2. Inter-rater reliability: Evaluators in the district should be able to provide subordinates similar feedback to insure that there is consistent use of the evaluation system across the district. This is promoted by training in the following:
   a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
   b. The Rubrics – how to distinguish proficient levels.
   c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely feedback. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
   a. Evidence gathering: What sources are to be used?
   b. Timeframes, record keeping
   c. Scoring rules

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

8. Additional metrics: Training on any additional metrics used to supplement the practice portion of evaluation.

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District Administrator Assessment
A Multidimensional Leadership Assessment

A <u>summative performance level</u> is based 50% on Student Growth Measures (SGM) and 50% on a Leadership Practice Score. The Leadership Practice Score is obtained from two metrics:
- **Core Practice Ratings**
- **Deliberate Practice Score**

Core Practice #1: Getting Results
This domain contributes **10%** of the Leadership Practice Score

Core Practice #2: Continuous Improvement of Teaching and Learning
This domain contributes **10%** of the Leadership Practice Score

Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement
This domain contributes **10%** of the Leadership Practice Score

Core Practice #4: Using Data as a Problem Solving Strategy at the District and School Level
This domain contributes **10%** of the Leadership Practice Score

Core Practice #5: Ensuring Productive Leadership Succession
This domain contributes **5%** of the Leadership Practice Score

Core Practice #6: Harnessing Family and Community Energies for School Improvement
This domain contributes **5%** of the Leadership Practice Score

Core Practice #7: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes
This domain contributes **10%** of the Leadership Practice Score

Core Practice #8:   Using the District's School Administrator Evaluation System Effectively, to Support, Monitor and Evaluate the Effectiveness of School Leaders
This domain contributes **10%** of the Leadership Practice Score

Core Practice #9: Provide Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools
This domain contributes **10%** of the Leadership Practice Score

District Administrator Assessment

Districts implement the processes listed below to provide:

- ➢ **Guides to self-reflection** on what's important to success as a district administrator

- ➢ **Criteria for making judgments** about proficiency that are consistent among raters

- ➢ **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency

- ➢ **Summative evaluations** of proficiency and determination of performance levels
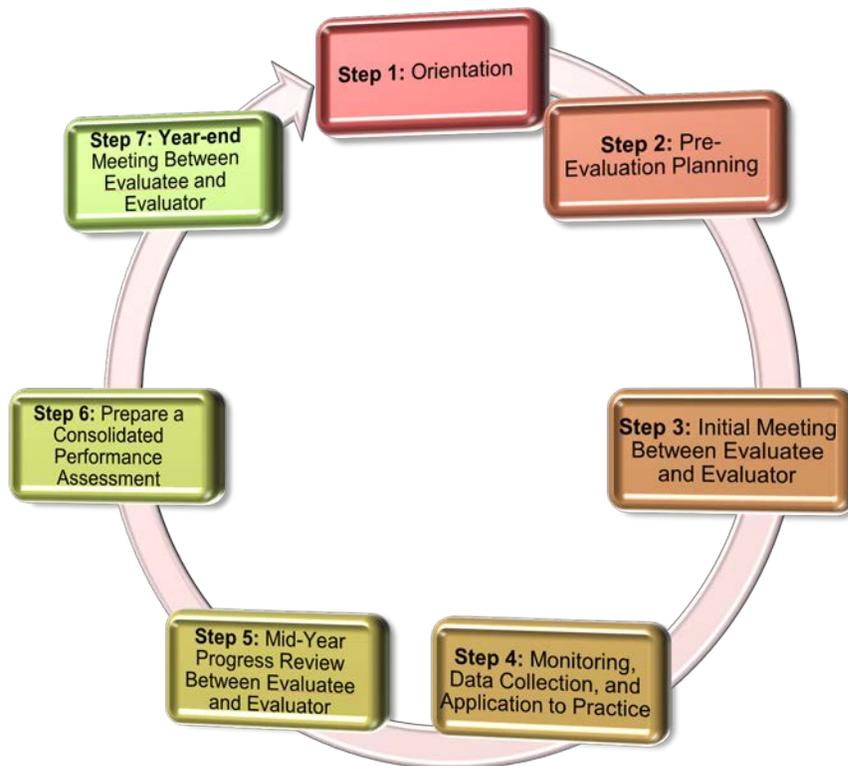
The seven steps are described below:

Step 1: Orientation: The orientation step willoccur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a district administrator. The depth and detail of orientation will be based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators willhave access to the content and processes that are subject to the evaluation system. All leaders and evaluators willhave access to the same information and expectations. This willbe provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each district administrator willengage in personal reflection on the connection between his/her practice and the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the district administrator and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things will occur:

- District Administrator's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The district administrator will gather dataand/or evidence that supports an issue as an improvement priority. This may include District or School Improvement Plans, student achievement data, prior evaluations, and evidence of systemic processes that need work.
- The evaluator will articulate a perspective on strengths and growth needs for the district administrator and for student achievement issues in the district.

Step 3: Initial Meetingbetween evaluatee and evaluator: A meeting on "expectations" will be held between the district administrator and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Core practices that will be focus issues are discussed.
- Student growth measures that are of concern are discussed.
- District-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the district administrator's proficiency on the issues in the evaluation system by those with input into the district administrator's evaluation.

- The district administrator shares with the evaluator evidence on practice on which the district administrator seeks feedback or wants the evaluator to be informed.

- The evaluator accumulates data and evidence on the district administrator's actions or impact of the district administrator's actions during the routine conduct of work. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained, specific and actionable feedback, will be provided to the district administrator in a timely manner. Feedback may be provided face-to-face, via email or telephone, or via memoranda/evaluation forms.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review may be conducted.
- Actions and impacts of actions taken on priorities identified in the Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The district administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The district administrator is prepared to provide a general overview of actions/processes that apply to all of the core practices.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if district administrator was proficient, the district administrator is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and district administrator is asked to provide follow-up data on the indicator prior to the year-end conference.
  - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a core practice if not improved are communicated.
- Any core practice for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *The Feedback Form* (or district equivalent) is used to provide feedback on indicators for which there is sufficient evidence to rate proficiency. Notes ormemorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.
- Include relevant and appropriate evidence of district administrator's proficiency.
- Review evidence on district administrator's proficiency.
- Use accumulated evidence to rate each core practice area.
- Calculate a core practice score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the core practice score, the Deliberate Practice Score and Student Growth Measures.

- The district administrator's growth on the Deliberate Practice target(s) is reviewed and a Deliberate Practice Score assigned.
- The Core Practice Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the district administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform the district administrator of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Directions for use of this Guide

Scoring Guide

For District Administrators being evaluated, the summative annual performance level is based on two factors:

- Student Growth Measures Score (SGM): The performance of students under the leader's supervision represents 50% of the annual performance level.
- Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
  - o The Core Practice Rating contributes 80% of the Leadership Practice Score.
  - o Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Core Practices	Based on rubrics in this guide
2. Score Deliberate Practice Metric	Based on directions in this guide
3. Calculate Leadership Practice Score	Combine Core PracticesScore and Deliberate Practice Scores Based on formula in this guide
4. Calculate Student Growth Measure Score	Use district cut points for SGM
5. Assign Proficiency Level rating label	Combine Leadership and SGM scores

What this Scoring Guide Covers:

Section One: How to "score" the Core Practices

Section Two: How to "score" Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Annual Performance Rating

How to Score the Core Practices

About the Scoring Process

The scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used to summarize feedback on the core practices:
    o Highly Effective (HE)
    o Effective (E)
    o Needs Improvement (NI)
    o Unsatisfactory (U)

- Direct Weighting: The Core Practice score is based on ratings for each of the nine practices, but the system specifically gives added weight to certain practices. The weights are:
    o Core Practice1: 10%
    o Core Practice 2: 10%
    o Core Practice 3: 10%
    o Core Practice 4: 10%
    o Core Practice5: 5%
    o Core Practice 6: 5%
    o Core Practice 7: 10%
    o Core Practice 8: 10%
    o Core Practice 9: 10%

How to determine an Core Practice Score

Step One: Rate each Core Practice.

Start with judgments based on the rubrics for the practices. Practices are rated as HE, E, NI, or U based on accumulated evidence.To guide the rating decision, <u>illustrative examples</u> of leadership actions and illustrative examples of impacts of leadership actions are provided.

Rating Labels: What do they mean?

The district administrator should complete a self-assessment by scoring each of the practices. The evaluator also will score each of the practices. In an end-of-year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each practice and, using the procedures in this scoring guide, calculates a Core Practice score.

Distinguishing between proficiency ratings:

The "Effective" level describes leadership performance that has local impact (i.e., within the district) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the district. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the Core Practices require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some practices, but very few leaders will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes district administrators who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide district administrators toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe district administrators who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step Two: Calculate the Core Practice Score.

At the individual Core Practice scoring stage the model shifts to a weighted point system. Points are assigned to the practices, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 1

CORE PRACTICERATING	POINTS ASSIGNED
A Practicerating of Highly Effective	3 points
A Practice rating of Effective	2 points
A Practicerating of Needs Improvement	1 point
A Practicerating of Unsatisfactory	0 points

The Practice points are multiplied by the Practice's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

After a Weighted Score is calculated, the scores are converted to a 100 point scale in column 7.

Table 2

	Rating	Points	Weight	Weighted Score	Convert to 100 point scale	Core Practice Score
Core Practice #1			.10		x 100	
Core Practice #2			.10		x 100	
Core Practice #3			.10		x 100	
Core Practice #4			.10		x 100	
Core Practice #5			.05		x 100	
Core Practice #6			.05		x 100	
Core Practice #7			.10		x 100	
Core Practice #8			.10		x 100	
Core Practice #9			.10		x 100	
Total Core Practice Score						

Example

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

Table 3

Domain	Rating	Points	Weight	Weighed Score	Convert to 100 point scale	Core Practice Score
Core Practice #1	HE	3	.10	.3	x 100	30
Core Practice #2	E	2	.10	.2	x 100	20
Core Practice #3	HE	3	.10	.3	x 100	30
Core Practice #4	NI	1	.10	.1	x 100	10
Core Practice #5	E	2	.05	.1	x 100	10
Core Practice #6	E	2	.05	.1	x 100	10
Core Practice #7	E	2	.10	.2	x 100	20
Core Practice #8	HE	3	.10	.3	x 100	30
Core Practice #9	NI	1	.10	.1	x 100	10
Total Core Practice Score						170

The individual practice scores are added up and a Core Practice score determined. The Core Practice Score is converted to a rating of HE, E, NI, or U based on this scale:

Table 4

CORE PRACTICESCORE	Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The Core Practice Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The next section provides scoring processes for Deliberate Practice.

How to Score Deliberate Practice

Deliberate Practice Score
- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 5

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 6

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 7

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If Three Growth Targets:

Table 8

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

* Points available vary based on total number of growth targets. Use Table 17 to select point values.

Deliberate Practice rating

Table 9

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

<u>Summary</u>
80% of the Leadership Practice Score is based on the Core Practices Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

How to Calculate a Leadership Practice Score

A. CORE PRACTICES SCORE:

_____ x .80 = _____

B. Deliberate Practice Score:

_____ x .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice
    Score

(A) _____ + (B) _____ = _____

Example:

Core Practice score of 220 x. 80 = 176
DP score of 230 x .20 = 46
Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

How to Calculate an Annual Performance Level

1: Enter Cut scores for Student Growth Measures using a 300 point scale:

Above 239 = Highly effective

151 to 239 = Effective

75 to 150 = Needs Improvement

Below 75 = Unsatisfactory

Step 2: Enter Leadership Practice Score: _____

Step 3: Add SGM score and Leadership Practice Score

Example: SGM score of 212 + Leadership Practice score of 222 = 432 performance score

Performance score of 432 = rating of effective

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Step 4:   Enter rating on Annual Evaluation form

District Administrator Assessment
Data Collection and Feedback Forms

These forms provide guidance to school district administrators and evaluators on what is expected regarding each core practice.

The forms provide:

- **Rubrics to distinguish among proficiency levels**
- **Narratives to assist in understanding the focus and priorities embedded in the core practices**
- **Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed "on the job".**
- **Reflection questions to guide personal growth**

Core Practice #1: Getting Results

Narrative: This proficiency area focuses on actual results in improving desired student learning growth and achievement. Priority attention is on the district administrators' leadership behaviors that influence the school site instructional leadership, faculty development, and school operations that impact the quality of the learning environment; it also addresses supporting processes that result in improving the percentage of effective and highly effective principals and teachers in the supervised school's by focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness on behaviors that impact student results.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.

Evaluation Focus: Student results for which the leader is responsible consistently exceed expectations. Attributes of the highly effective district administrator on this core practice include: | Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.

Evaluation Focus: Student results for which the leader is responsible consistently meet expectations. Attributes of the effective district administrator on this core practice include: | Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.

Evaluation Focus: Student results for which the leader is responsible are inconsistent in meeting expectations. Attributes of the district administrator needing improvement on this core practice include: | Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.

Evaluation Focus: Student results for which the leader is responsible are consistently below expectations. Attributes of the district administrator unsatisfactory on this core practice include: |
| **Priority Attributes** Every principal meeting and staff development forum is focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work that illustrate progress on standards-based instruction.

The district administrator can specifically document examples of decisions impacting teaching, assignment, curriculum alignment with standards, assessment alignment with standards, professional development supports aligned to personnel evaluation results, and interventions that have been made on the basis of problem solving using data analysis.

MTSS is operational in all classes in all schools supervised.

A consistent record of improved student achievement exists on multiple indicators of student success.

Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.

The district administrator creates | The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.

MTSS is operational in most classes in all schools supervised.

The district administrator is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.

The district administrator uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.

The district administrator empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of meetings and professional development sessions.

There is minimal use of school or district staff intended to provide support to the instructional program for administrative or organizational tasks unrelated to | Florida's College and Career Ready Standards are accessible to principals, faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many principals.

The district administrator is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.

Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.

Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.

Priorities for student growth are established in some areas, understood by some principals, and plans to achieve those priorities are aligned with the | The district administrator is hesitant to intrude or is indifferent to decisions in the school/classroom that are at variance from the requirements of academic standards in the course descriptions.

School/classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.

The district administrator is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.

Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.

The district administrator focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Evidence of student improvement is not routinely gathered and used to promote further growth. |

systems and approaches to monitor the level of academic expectations.

Significant Supporting Attributes

The district administrator has coached district administrators in other departments to improve their problem solving and data analysis skills and to inform instructional decision making.

The district administrator routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.

Other leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.

The district administrator benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.

The district administrator shares productive monitoring methods with other school leaders to support district wide improvements.

The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.

All initiatives are implemented across the schools, grades and subjects as appropriate with full fidelity to the components of each initiative.

The district administrator monitors the school's implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other district and school leaders.

The percentage of principals rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.

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improving teaching and learning.

Priorities for student growth are established, understood by staff, and plans to achieve those priorities are aligned with the actual actions of the staff.

The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.

The district administrator systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering principals and staff to set high and demanding academic expectations for every student.

The district administrator's effectiveness monitoring process provides the leader and district team with a realistic overview of the current reality of a school's effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.

The district administrator's monitoring practices are consistently implemented in a supportive and constructive manner.

Corrective and positive feedback is linked to organizational goals and both the district administrator and school employees can cite examples of where feedback is used to improve individual and organizational performance.

Most of the district and state initiatives are implemented across the schools, grades and subjects as appropriate with full fidelity to the components of each initiative.

The district administrator is conversant with the impact the initiative is expected to have and monitors the school's implementation of the elements of the initiative.

The percentage of principals and teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific

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actual actions of some of the principals.

Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.

The district administrator has taken some decisive actions to make some changes in time, principal and teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.

The district administrator sets expectations, but fails to empower principals and teachers to set high expectations for student academic performance.

The district's evaluation system is being implemented but the process is focused on procedural compliance rather than improving proficiency on leadership and instructional strategies that impact student achievement.

The manner in which monitoring is conducted is not generally perceived by principals as supportive of their professional improvement.

The district administrator tends to view feedback as a linear process; something they provide principals and teachers rather than a collegial exchange of perspectives on proficiency.

Some initiatives are implemented across the some of the schools, grades and subjects as appropriate with work in progress to implement the components of each initiative.

The district administrator relies on principals to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.

The district administrator has not taken decisive action to change time, principal and teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

The district administrator does not create or support high academic expectations by accepting poor academic performance.

The district administrator fails to set high expectations or sets unrealistic or unattainable goals.

Monitoring does not comply with the minimum requirements of the district's evaluation system.

Monitoring is not focused on principal proficiency in research-based instructional and leadership strategies.

Informal feedback is rare, nonspecific, and not constructive.

There is no or only minimal monitoring that results in feedback on proficiency.

District and state supported initiatives are not supported by the district administrator with any specific plans, actions, feedback or monitoring.

The district administrator is unaware of what state and district initiatives are expected to be implemented at the district and/or school levels.

The percentage of principals and teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.

There is no evidence of improvement in student growth measures for the majority of the principals and teachers rated as needs improvement or unsatisfactory.

No actions other than use of slogans and exhortations to succeed are taken by the district administrator to address practices and process that actually enable success.

MTSS is not operational in the majority of the classes in the

Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring.) The district administrator demonstrates skillful problem solving to ensure staff have adequate time and support, and effectively monitors effective use of research-based instructional and leadership practices. The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievement gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	improvements in student growth measures or proficiency in high effect size strategies. Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to schools to deliver the district's curriculum to all students. The district administrator consistently applies the process of inquiry and/or has enabled the development of processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement.	There is no evidence of improvement in student growth measures for the majority of the principals and teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principals' assessment of instructional practices. Problem solving efforts are unskillfully used to provide adequate time, resources, and support to principals and teachers to deliver the district's curriculum and state's standards to students. MTSS is operational in some schools but is not a consistent practice in all school supervised Sub-groups within the district and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The district administrator inconsistently applies the process of inquiry and/or has enabled only limited efforts to the development of processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement.	schools. supervised The district administrator does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the district administrator's direction that are designed to address achievement gaps. The district administrator does not apply the process of inquiry and/or develop processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Agendas, memoranda, etc. reflect leader's communications to principals on the role of state standards in curriculum, lesson planning, and tracking student progress. • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school/principals proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs.		• Principals' meeting records verify recurring review of progress on state standards. • Principals use performance data to make instructional decisions. • School meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their teams or departments based on performance data analyses. • Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. • Principals are able to describe their participation in planning and goal setting processes. • Goals relevant to principals' and teachers' actions are evident	

- Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses.
- Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals.
- Schedules for classroom observation document monitoring of instruction in schools.
- Records or notes indicate the frequency of formal and informal observations.
- Data from classroom walkthroughs is focused on high-effect size strategies.
- Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to research-based practices and leadership actions.
- Rubrics that distinguish among proficiency levels on evaluation indicators are used by the district administrator to focus feedback on needed improvements in instructional practice.
- Samples of written feedback provided to principals/staff regarding prioritized instructional practices.
- The schedule results in frequent walkthroughs and observations of teaching and learning.
- Evidence the district administrator has a system for securing feedback from principals specific to prioritized instructional practices.
- The calendar reflects at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices to principals and teachers.
- Feedback describes ways to enhance performance and reach the next level of proficiency.
- Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach.
- The initiatives being pursued are explicitly identified and access to supporting resources is provided.
- Agendas, memoranda, etc. reflect presentations to principals on the targeted initiatives.
- A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the district administrator monitors regularly to sustain implementation.
- The district administrator monitors practices in areas where subject specific strategies are expected and provides feedback on the effective issue of such strategies (e.g. ESOL strategies).
- The district administrator can identify all of the initiatives in use in the schools and can describe how progress is monitored for each.
- The district administrator tracks student growth data and school assessment data aligned to learning goals to track actual improvement in school performance, and maintains records of the percentage of schools showing growth over time.
- Agendas, memorandum, and other documents provide direction on implementation of MTSS.
- Agendas, memorandum, and other documents reflect recurring discussion with principals on continuous progress monitoring practice.
- Statistical analyses identifying academic needs of sub-group members are used effectively.
- Written goals are developed and provided to principals that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities.
- Documents reflecting the district administrator's work in deepening principals understanding of cultural and developmental issues related to improvement of academic learning growth by sub-group students.
- The district administrator develops district policies, practices, procedures that validate and value similarities and differences

- and accessible.
- Principals and teachers are able to articulate the goals for their achievement which emerged from planning.
- Principals and teachers track their progress toward accomplishment of the stated goals.
- Principal and department meetings' minutes reflect attention to evidence of student improvements.
- Learning goals routinely identify performance levels above the targeted implementation level.
- Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the district administrator's monitoring on FEAPs, teacher evaluation indicators, or research-based strategies.
- Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.
- Data and feedback from the district administrator's walkthroughs and observations are used by principals and teachers to revise instructional practices.
- Principals and teachers describe feedback from the district administrator in terms of recognizing strengths and suggestions to take their performance to a new level.
- Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.
- Principals and teachers describe how they implement and support the various initiatives.
- Video exemplars that support implementing the initiatives are routinely used by principals and teachers.
- Online resources and technology supports that deepened understanding of the initiatives are used by staff/principals.
- State or district web-based resources aligned with the initiatives are regularly accessed by principals and teachers.
- Principals and teachers have participated in professional development associated with the initiative and ensured implementation of the strategies learned.
- The percentage of effective and highly effective teachers and principals increases.
- The percentage of teachers ranking at or above the district average on student growth measures increases.
- Principals' records reveal data-based interventions and progress monitoring.
- Principal-directed celebrations of student success identify causes of success.
- Supplemental supports are provided in schools.
- Principals and staff describe the district administrator as one who is genuinely committed to student success in school and life.
- Principals, faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.
- Principals and teachers can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how they implement those goals to impact individual students.
- Principals can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.
- Principals and teachers can explain how goals eliminate differences in achievement for students at different socioeconomic levels.
- Principals' records reflect tracking student sub-group progress on targeted learning goals related to academic achievement.
- Other impact evidence of proficiency on this indicator.

among students. • Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

Reflection Questions for Core Practice #1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on Florida's College and Career Ready Standards? How do you disaggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance? What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements? How do you share with other school leaders how to use student improvement results to raise expectations and improve future results? How do you engage highly effective principals and teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"? How frequently do principals recognize that your feedback is directly linked to improving both their personal performance and that of the school?	How do you support principals' conversations about how they recognize student growth toward mastery of the standards? How do you verify that all principals/faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans? How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?" How do you engage principals/staff in sharing examples of their growth with other principals/staff? How do you improve your conferencing/communication skills so your feedback to staff/principals is both specific enough to be helpful and perceived as support rather than negative criticism? What are some examples of focused, constructive, and meaningful feedback that you provide to principals? How does this support their learning? How do you use monitoring of initiatives to identify professional development	By what methods do you enable principals/faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under their control? How do you engage more principals in the planning process so that there is a uniform principal understanding of the goals set? How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the principals/schools? In what ways do you currently recognize principals in providing feedback and affirmation to them? How do you communicate with district and state officials to learn more about what initiatives can contribute to schools? How would you describe your efforts to understand what instructional/leadership improvements are needed and then communicate that in useful ways? What information are you collecting to help you know what is or is not happening in the schools where principals/teachers need improvement?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that? How are other school leaders implementing planning and goal setting? What processes should you employ to gather data on student improvements? How can frequent, focused, and constructive feedback support principals in improving their leadership practice? How do you learn about what initiatives should be implemented? What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency? Why do sub-groups of students like those in your district not perform as well as similar groups in other regions or districts? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your district to improve student learning?

Core Practice #2: Continuous Improvement of Teaching and Learning

How do you engage principals in communities of practice where practices related to the initiatives are shared with principals in other schools or districts? In what ways are you assisting the better performing principals to improve as much as you are assisting the lower performers? What supports do you need to provide to deepen principals' capacity to provide intensive individual supports? What strategies might you employ to increase your ability to help your district level colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	needs that, if addressed, would improve the quality of implementation? In what ways are you providing feedback on instructional/leadership practices that result in improved student learning for those principals most in need of growth? How do you enable principals proficient at MTSS to share the process with other principals? What continuous progress practices should be shared with the entire district? What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in schools? How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the district and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	

Narrative: Core Practice #2 is focused on continuous improvement of teaching and learning or what the district office leader does to engage school administrators and faculty in meaningful professional learning (which includes being involved in what the school level educators are learning). Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This core practice addresses the district administrator's role as a leader of learners.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: The district administrator's actions that result in professional learning cultures in the school supervised where 90%+ of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. Attributes of the highly effective district administrators on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: The district administrator's actions that result in professional learning cultures in the school supervised where at least 75% of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. Attributes of the effective district administrators on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: The district administrator's quality and frequency of engagement where professional learning cultures in the schools supervised have under 75% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS.Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: The district administrator's quality and frequency of engagement where professional learning cultures in the schools supervised have under 50% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. Attributes of the district administrator unsatisfactory on this core practice include:
Priority Attributes *In addition to meeting the requirements for effective performance:* • The district administrator contributes time and attention to focusing district provided professional development capacities on high quality professional development practices. • The district administrator participates either as a learner or provider in professional growth processes for school leaders and/or teachers focused on district priorities. • The district administrator supports school level professional learning cultures by maximizing the time and resources employed at the school level that engage educators in deliverable practice. • The leader has developed a system of job-embedded professional learning that differentiates training and implementation with mechanisms for monitoring of instructional priorities based on teacher and principal needs, which help retain effective and highly effective staff. **Significant Supporting Attributes** • The district administrator routinely shares professional learning success stories as well as missteps to avoid with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact. • Time-management at the schools supervised provides maximum time for professional learning	• The leader is crystal clear and repetitive when communicating the district's agenda for student learning. Effective leaders are visible and articulate, but they also work with others in the district office so that all conveys the message. • Provide increased opportunities for administrators to collaborate on common work. • Provide a wide range of intensive, unique, in-school opportunities for teachers and school-level leaders to develop the capacities they need to accomplish the district's student-learning agenda. • Support principals, particularly those new to the district or school, in providing aligned forms of leadership distribution that build on existing strengths. • Provide assistance for teachers and school-level leaders (especially secondary school staff) in accessing, interpreting, and making use of evidence for their decisions about teaching and learning. • Visits schools several times throughout the year. Use school visits as well as district meetings to help build principals' sense of efficacy or confidence in their abilities to accomplish the priorities for student learning agreed on in the district. • Gather data about how well district policies are working at the school level. Work continually to increase synergy among district policies, procedures, and practices aimed at guiding and supporting the district's agenda for student learning. • Ensure coordination and coherence in support for schools across different organizational units at the district level. • Time-management at the schools supervised provides sufficient time for professional learning	• The leader is clear when communicating the district's agenda for student learning. • Periodically provides opportunities for administrators to collaborate on common work. • Provide a range of professional development opportunities for teachers and school-level leaders to develop their capacity to accomplish the district's student-learning agenda. • Support principals in providing aligned forms of leadership distribution that build on existing strengths. • Provide assistance for teachers and school-level leaders in accessing, interpreting, and making use of evidence for their decisions about teaching and learning. • Rarely visits schools and the principals they evaluate. Most of the interaction between this leader and principals occurs at district meetings. • Gather data about how well district policies are working at the school level but has yet to use the results to improve practice. • Understands the need to coordinate support for schools across different organizational units at the district level but has yet to act on this need. • Time-management at the schools supervised provides inconsistent scheduling of adequate time for professional learning • Conflicts over competing priorities for use of school personnel time and resources are often unresolved or often not resolved in favor of priorities that impact capacity to support student learning.	• The leader rarely talks about the district's agenda for student learning. • Talks about the importance of collaborating but have yet to provide time to do so. • Provides professional development opportunities for teachers and school-level leaders but they are loosely aligned to the district's learning agenda. • Unaware of the support principals need in providing aligned forms of leadership distribution that build on existing strengths. • The leader expects teachers and school-level leaders to provide their own support in accessing, interpreting, and making use of evidence for their decisions about teaching and learning. • The leader is conspicuously absent from schools. All of the interaction between this leader and principals occurs at district meetings. • Does not gather data about how well district policies are working at the school level. • Does not understand the need to coordinate support for schools across different organizational units at the district level but has yet to act on this need. • Time-management at the schools supervised provides inadequate time for professional learning • Conflicts over competing priorities for use of school personnel time and resources are frequently resolved in ways that negatively impact capacity to support student learning.

• Conflicts over competing priorities for use of school personnel time and resources are consistently resolved in favor of priorities that impact capacity to support student learning.	• Conflicts over competing priorities for use of school personnel time and resources are generally resolved in favor of priorities that impact capacity to support student learning.		

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The district administrator is able to produce samples of multiple forms of communication (i.e., meeting agendas, e-mails, professional development documents, etc.) sent out to school principals communicating the district's agenda for student learning • The district administrator is able to provide reprints of their daily calendars spanning at least six months that support being visible within the schools for which they have oversight • The district administrator can produce numerous (4-5) examples (i.e., professional development offerings, agendas containing learning intentions and success criteria, etc.) of opportunities for administrators to collaborate on common work • The district administrator can produce several forms of documentation (i.e., teacher and school/leader self-assessment data, observational data, etc.) depicting the degree to which teachers and school-level leaders are implementing the professional development provided to develop the capacities they need to accomplish the district's student-learning agenda • The district administrator is able to provide multiple forms of evidence of their data gathering efforts indicating how well district policies are working at the school level and how they used that data to inform district leadership practice	• Survey data from school leaders reflect a majority agreeing with the statement that district administrators clearly communicate the district's agenda for student learning • Survey data from school leaders reflect a majority agreeing with the statement that district administrators are active and effective in supporting excellent instruction • Teachers and school leaders track their progress toward "Effective" and higher implementation of prioritized professional development offerings • Survey data from school leaders reflect a majority agreeing with the statement that district administrators communicate effectively about best practice in high priority areas of instruction • Survey data from school leaders reflect a majority agreeing with the statement that district administrators have a detailed plan for improving instruction across the district • Survey data from school leaders reflect a majority agreeing with the statement that district administrators clarify the steps that school administrators and teacher need to take to improve the quality of instruction • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide increased opportunities for administrators to collaborate on common work

DISTRICT OFFICE CORE PRACTICES RUBRICS

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Core Practice #2

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How are you helping leaders outside of your area of influence develop a system of job-embedded professional learning that differentiates training and implementation with mechanisms for monitoring of instructional priorities based on teacher and principal needs, which help retain effective and highly effective staff?	How have you shared professional learning success stories as well as missteps with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact results?	What are one or two key strategies you have effectively utilized to support principals, particularly those new to the district or school, in providing aligned forms of leadership distribution that build on existing strengths?	How are you providing a range of professional development opportunities for teachers and school-level leaders to develop their capacity to accomplish the district's student-learning agenda?

Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement

Narrative: Core Practice #3 is focused on the district administrators impact on building principals' and assistant principals' sense of efficacy for school improvement. Efficacy is the belief about one's own ability (self-efficacy), or the ability of one's colleagues collectively (collective efficacy), to perform a task or achieve a goal. One of the most powerful ways in which districts influence teaching and learning is through the contribution they make to feelings of professional efficacy on the part of school principals and emerging school leaders. Principals possessed of strong efficacy beliefs will be more likely than others to undertake and persist in school-improvement projects. Principal efficacy provides a crucial link between district initiatives, school conditions, and student learning.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: The district administrator's influence on all school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: The district administrator's influence on the majority of school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: The district administrator's influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: The district administrator's influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning and corrective action plans to change those conditions are not evident. Attributes of the district administrator unsatisfactory on this core practice include:
Priority Attributes *In addition to meeting the requirements for proficient performance, central office and building leaders…* • The leader has developed an effective system of monitoring, which holds principals accountable for implementing and following up on what is learned during district sponsored professional development. • The leader models deliberate practice consistently engaging in deliberate practice to develop personal mastery of job related competencies. **Significant Supporting Priorities** • The leader provides individualized support for principals, depending upon the challenges they face in their school. • The leader provides a wide range of professional development opportunities to help build the instructional leadership capacities of principals. • The district administrator routinely shares professional learning	• The district administrator establishes and maintains a district-wide focus on student achievement and instruction. Efficacy is enhanced when the district provides human and financial resources to assist schools in achieving those high expectations. • The leader encourages teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work. • The leader strives to provide stable district leadership as a contribution to principal efficacy. • The leader gives principals a significant role in selecting teachers they believe to be outstanding choices for their own school contexts. • The leader provides targeted and phased focuses for principal's continuous improvement. • The leader requires the development of improvement plans in all schools, with improvement goals expected to be clear and aligned with state and district standards, but with considerable discretion left to the school to determine the paths to goal achievement.	• The district administrator is attempting to establish a district-wide focus on student achievement and instruction but these two issues compete with other initiatives for precious human and financial resources. • The leader occasionally includes principals and teachers in district-wide decisions that directly impact their work when it is convenient to do so. • The leader appears to be unwilling or unable to provide stable district leadership. • The leader supports principals who want to be involved in the selection of teachers. • The leader provides professional development for principal's continuous improvement however it lacks focus. • The leader encourages principals to develop improvement plans in all schools that are aligned with state and district standards, but with little discretion left to the school to determine the paths to goal achievement.	• The district administrator is unaware of the need to establish a district-wide focus on student achievement and instruction. • The leader never includes principals in district-wide decisions that directly impact their work. • The leader makes little or no effort to provide stable district leadership. • The leader makes little or no effort to involve principals in the selection of teachers. • The leader provides either an excessive amount of or too little professional development for principals. For this leader it is either feast or famine. • The leader expects principals to develop improvement plans that are aligned with state and district standards, but with no discretion left to the school to determine the paths to goal achievement.

success stories as well as missteps to avoid with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact.			

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The district administrator is able to produce samples of multiple forms of communication (i.e., meeting agendas, e-mails, professional development documents, etc.) directed toward school principals establishing a clear sense of direction • The district administrator provides documentation (i.e., principal self-assessment and/or observational data) of the degree to which principals are implementing district-sponsored professional development • The district administrator can produce budget and staffing documents that provide evidence they are adequately supporting schools in achieving district-established directions • The district administrator produces documents (i.e. meeting minutes, etc.) that establish opportunities for principals and teachers to participate in district-wide decisions that directly impact on their work • The district administrator is able to provide documentation that school improvement plans are submitted by all schools and that the goals within the plans are clear and aligned with state and district standards • The district administrator provides recurring evidence that they are making available professional development opportunities to help build the instructional leadership capacities of principals	• Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide a clear sense of direction through establishment of achievement standards and provision of district-wide curriculum and/or programs • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide human and financial resources to assist schools in achieving district-established directions • Teachers and school leaders track their progress toward "Effective" and higher implementation of prioritized professional development offerings • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide principals and teachers opportunities to participate in district-wide decisions that have a direct impact on their work • Survey data from school leaders reflect a majority agreeing with the statement that district administrators help build the instructional leadership capacity of school principals

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

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RUBRICS

Reflection Questions for Core Practice #3

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
What are some strategies you could pursue which would provide guidance to other leaders outside your system so that they too can deliver a wide range of professional development opportunities to help build the instructional leadership capacities of principals?	What strategies might you pursue that would allow you to routinely share professional learning success stories as well as missteps to avoid with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact?	What one or two strategies might you consider that would help you encourage teamwork and professional community by including bothprincipals and teachers in district-wide decisions that directly impact their work?	In what strategies might you engage that would encourage principals to develop improvement plans in all schools that are aligned with state and district standards, but with little discretion leftto the school to determine the paths to goal achievement?

Core Practice #4: Using Data as a Problem Solving Strategy at the District and School Level

Narrative: This proficiency area focuses on four areas that involve use of data as a key tool for problem solving: 1). Helping principals and teachers use their data, transform the data into actionable evidence, and to help principals understand the implications of evidence for their improvement efforts; 2). Collecting and using data about local family educational cultures – norms, beliefs, values, and practices reflecting families' dispositions toward schooling and their role in it; 3). Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change) for their students' (individual students and student populations) achievement to improve; and 4). Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staffs, and calling on district staff members and others with special expertise to help them with data analysis and use.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator and the leaders in schools supervised all employ data based problem solving to generate continuous improvement, Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator and the leaders in schools supervised employ data based problem solving on major improvement priorities to generate continuous improvement, Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: There is inconsistent use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The district administrator and/or the leaders in schools supervised are inconsistent or not yet effective at employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: There is not priority attention to use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The leaders in schools supervised are seldom being engaged by the district administrator in employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:
Priority Attributes: The district administrator consistently uses problem solving strategies using data and monitors the problem solving/data practices at all schools supervised. The district administrator can specifically document examples of decisions impacting teaching, assignment, curriculum alignment with standards, assessment alignment with standards, professional development supports aligned to personnel evaluation results, and interventions that have been made on the basis of problem solving using data analysis. **Significant Supporting Attributes** The district administrator has coached administrators in schools to improve their data analysis skills and to inform	The district administrator is proficient is using Florida's problem solving/data driven decision making strategies. The district administrator uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The district administrator empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of meetings and professional development sessions. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of	The district administrator is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions. Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. Some practices promote respect	The district administrator is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions. Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the district administrator blames students, families, and external characteristics for insufficient progress. The district administrator does not believe that student achievement can improve. The district administrator has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success.

Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.

Explicit use of previous data indicates that the district administrator has focused on improving performance. In areas of previous success, the district administrator aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the district administrator highlights the need, creates effective interventions, and reports improved results.

Respect for students' cultural, linguistic and family background is evident in the district administrator's conduct and expectations for the faculty.

The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.

Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.

There is evidence of decisive changes in principals and teacher assignments and curriculum based on student and adult performance data.

Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.

The district administrator routinely shares examples of effective learning goals that are associated with improved student achievement.

Other district leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.

The district administrator uses a | students who have previously been identified as needing improvement

Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.

Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.

Power (high priority) standards are widely shared by principals and teachers and are visible throughout the building. Assessments on student progress on them are a routine event.

Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses district wide.

The district administrator systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.

The district administrator routinely shares knowledge with principals to increase students' achievement.

Formative assessment practices are employed routinely in the schools as part of the instructional program.

The district administrator collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.

The district administrator systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.

Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all | for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.

School level assessments are inconsistent in their alignment with the course standards.

Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.

Processes that enable students, teachers, and principals to track progress toward mastery of priority learning goals are not widely implemented throughout the district.

The district administrator haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.

The district administrator inconsistently shares knowledge with principals and teachers to increase student achievement.

There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.

There is rudimentary use of assessment data from state, district, school, and classroom.

The district administrator collects data on curricular and extra-curricular student involvement.

The district administrator inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.

Sub-groups within the district and associated with achievement gaps have been identified and some processes are underway to understand root causes.

Some actions to minimize the gaps have been implemented | It is evident that student subgroups do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.

There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.

School level assessments are not monitored for alignment with the implementation level of the standards.

No processes are in use to analyze standards and identify assessment priorities.

There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.

The district administrator has little knowledge and/or skills of assessment literacy and data analysis.

There is little or no evidence of interaction with principals and teachers concerning assessments.

The district administrator is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.

Student achievement remains unchanged or declines.

The district administrator does not use assessment data from state, district, school, and classroom.

The district administrator does not collect data on curricular and extra-curricular student involvement.

The district administrator limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.

The district administrator does not identify nor implement |

variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.

Formative assessments are part of the district culture and interim assessment data is routinely used to review and adapt plans and priorities.

The district administrator involves schools and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.

The district administrator shares with others throughout the district strategies to put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.

The district administrator has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.

Achievement gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps. | subgroups.

The district administrator consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement. | but either do not reach all sub-group students or have inconsistent or minimal results.

The district administrator inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement. | strategies to understand the causes of sub-group achievement gaps.

No changes in practices or processes have been implemented under the district administrator's direction that are designed to address achievement gaps.

The district administrator does not apply the process of inquiry and/or develop processes that generate greater understanding of the district's current systems and their impact on sub-group academic achievement. |

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the district administrator. • Analyses of trends and patterns in student performance over • time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. • Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. The district administrator generates data that describes what improvements have occurred.	• Principals and teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their schools based on performance data analyses. • Principals and teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Principals routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage on student improvements are distributed in the school and community.

• Agendas, memoranda, and other documents for principals communicate the progress made and relate that progress to teacher and student capacity to make further gains. • There are recurring examples of the district administrator's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Procedures are in place to monitor and promote principal and teacher collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Documents for principals use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to principals and teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Principals meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used in the district. • Documents reveal a pattern of examining student opportunities for achieving success • Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at meetings to recognize diversity issues and adapt instruction accordingly. • Professional learning for principals provided by the district administrator deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • Statistical analyses identify academic needs of sub-group members. • Written goals are developed and provided to principals that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflect the district administrator's work in deepening principals' understanding of cultural and developmental issues related to improvement of academic learning growth by sub-group students. • Other leadership evidence of proficiency on this indicator.	• School meetings' minutes reflect attention to evidence of student improvements. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all schools. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being • Principals and teachers track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Methods of principals, teachers, and students tracking student progress toward learning goals are evident. • Principals can describe interactions with the district administrator where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Principals attest to the district administrator's efforts to apply knowledge and skills of effective assessment practices. • Principals can provide assessments that are directly aligned with course standard. • Principals attest to the district administrator's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect the belief that their individual characteristics are respected by school leaders and the faculty. • Parent questionnaire results reflect the belief that their individual characteristics are respected by school leaders and the faculty. • Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how they implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and are presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Principals and teachers can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • Principal and teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave*

blank:			
[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

Reflection Questions for Core Practice #4

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How do you disaggregate data about school proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance? How do you share with other school leaders how to use student improvement results to raise expectations and improve future results? In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning? What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks? What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement? How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What practices have you engaged in to increase professional knowledge	How do you verify that all principals and teachers have sufficient grasp of the significance of student performance data to formulate rational improvement plans? How do you engage principals in sharing examples of their growth with other principals? How could you share with your colleagues across the district the successes (or failures) of your efforts? What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis? What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement? What evidence would you accept if you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	By what methods do you enable principals to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control? How do you engage principals and teachers in routinely sharing examples of student improvement? How might you structure a plan that establishes and maintains a district climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students and respects cultural diversity? What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis? To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given? How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with principals and teachers to increase all students' achievement? How would you describe your efforts to provide clear evidence that you create and maintain a	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that? What processes should you employ to gather data on student improvements? What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a district climate that supports the diverse needs of students? What data other than end of year state assessments would be helpful in understanding student progress? What have you done to deepen your understanding of the connection between the instructional strategies of learning goals and tracking student progress? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement? What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise? How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all? What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff? What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff? What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions? How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff? How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the district and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your district not perform as well as similar groups in other districts? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your district to improve student learning?

DISTRICT OFFICE CORE PRACTICES RUBRICS

Core Practice #5: Ensuring Productive Leadership Succession

Narrative: Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant. Succession planning increases the availability of experienced and capable leaders that are prepared to assume roles as they become available. Through the succession planning process, district leaders recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for all types of positions supervised. Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for most types of positions supervised. Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for some types of positions supervised. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for few types of positions supervised. Attributes of the district administrator unsatisfactory on this core practice include:
Priority Attributes Succession Management practices consistently result in qualified successors to all of the positions supervised. The district administrator systematically evaluates the success of the succession program, making adjustments as needed and engaging other leaders in succession management processes in their own areas of responsibility. **Significant Supporting Attributes** The district administrator provides support to school leader preparation programs. The Superintendent (or designees) and the leaders supervisors) rely upon this district administrator to share highly successful succession planning practices with other district leaders throughout the system.	Succession Management practices consistently result in qualified successors to most of the positions supervised. The district administrator works to maintain stable leadership in schools to minimize the effects of frequent principal turnover The district administrator implements the district's succession plan for school leaders by: • Ensuring principals effectively distribute leadership to mitigate at least some of the negative consequences of principal turnover • Ensuring principals newly assigned to schools initially work to understand and work within the existing culture of their schools, before determining substantial change needs of the school, to avoid negative turnover effect • Ensuring smooth transition from one principal to the next by clarifying the district's expectations for the job to be done by the incoming	Succession Management practices result in qualified successors to some of the positions supervised. The district administrator understands the importance of stable leadership in schools however, little attention is given to minimizing principal turnover Inasmuch as the district administrator understands the district's succession plan, the administrator does not fully use the plan to minimize the effects of principal turnover. The district administrator primarily relies on other central office staff in identifying and evaluating applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the district administrator is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.	Succession Management practices not evident or seldom result in qualified successors to the majority of the positions supervised. The district administrator is unaware of the research about the importance of stable school leadership, thus no effort is given to minimizing principal turnover The district administrator is either not aware of or ignores the district's succession plan. Staff are hired to fill vacancies in key positions who do not possess the critical instructional and leadership capabilities required of the school, which compromises the district's efforts to increase student academic achievement, and no processes to remedy the trend are taken.

	principals, and by participating with teachers and the new principal in initial discussions about expectations for the new principal's work • Identifying (early in their careers) talented teachers and leaders who have the potential to become school principals and district administrators • Models deliberate practice to subordinates and potential successors to positions supervised		

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the district administrator establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The district administrator utilizes processes to monitor potential school leader departures. • The district administrator accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with school leaders routinely explore their interests in expanded involvement and future leadership roles. • The district administrator has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • The district administrator accesses the district succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. • Other leadership evidence of proficiency on this indicator.	• Select district/school leaders can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select district/school leaders report that the district administrator has identified various competency levels needed for key or hard-to-fill leadership positions. • Select district/school leaders describe providing the district administrator feedback as to gaps in their personal competency for which the administrator has developed professional learning experiences. • School district/school leaders can understand the district's succession plan and can describe transparent processes for being considered for leadership positions within the district • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

Reflection Questions for Core Practice #5

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices? What have you prepared to	In what ways are you interacting with other central office administrators to share highly effective succession planning practices with other leaders throughout the district? What are some of the strategies you have employed	What are the key components within your succession management plan? What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?	In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions in the district?

Core Practice #6: Harnessing Family and Community Energies for School Improvement

assist your successor when the time comes?	that help the district get work done during vacancy periods?		

Narrative: This core practice focuses on the actions of district level administrators which lead to greater engagement and participation of the community in the schools. District leaders need to focus more sharply and energetically on collective leadership by engaging teachers, administrators, parents, and community members in ongoing, reflective discussions of what each party can and should contribute to students' learning. District administrators support quality decisions of school leaders engaged in implementing district and state mandates and assist in communicating to stakeholders the rationale for such decisions. District administrators balance support for school leaders with consistent monitoring of

the effectiveness of processes that allow school site leaders to understand and respond in a timely manner to community interests and concerns.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Communications to stakeholders provide frequent opportunities in multiple forms for active engagement in deepening understanding of school needs and improvement initiatives and engagement in support for their success. Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Communications to stakeholders provide recurring opportunities for deepening understanding of priority school needs and engagement in priority improvement initiatives and engagement in support for their success. Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Communications to stakeholders provide occasional opportunities for passive information focused on understanding of priority school needs and priority improvement initiatives and limited opportunities for engagement in support for their success. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Communications to stakeholders provide infrequent or ineffective opportunities for sharing information focused on understanding of priority school needs and priority improvement initiatives and few or no opportunities for engagement in support for their success. Attributes of the district administrator unsatisfactory on this core practice include:
Priority Attributes The district administrator delivers a strong voice advocating for meaningful family and community engagement in the work of schools and the district. The district administrator routinely shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders and teachers engage their communities meaningfully in the work of improving student learning. Other district level leaders credit this administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives to support school leaders' efforts in maximizing the contributions from the community in improving student learning. **Significant Supporting Attributes** The district administrator mentors other district leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	The district administrator utilizes a system of open communication that provides for the timely, responsible sharing of information with schools and the community using a variety of formats in multiple ways through different media in order to maximize engagement of the school community. The district administrator is consistently visible within the schools and community focusing attention on the importance of family and community engagement in the work to improve student achievement. Schools, families and community members have access to the administrators office via technology tools (e.g., emails, websites & social networking such as Twitter)	The district administrator designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the schools and community on meaningful family and community engagement, but it is inconsistently implemented. The district administrator's actions to be visible and accessible to schools and community are inconsistent or limited in scope. There is a limited use of technology to expand access and involvement. The district administrator's leadership is focused within the district office with minimal outreach to schools and the community.	The district administrator's actions demonstrate a lack of understanding of the importance of engaging families and the community in the works of schools and the district. The district administrator is not accessible to principals, teachers, parents and / or community members and does not engage stakeholders in the work. The district administrator has low visibility in schools and the community.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	

• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to improve family and community engagement in the work of schools and the district. • The district administrator's work schedule reflects two or more work days a week in schools and classrooms interacting with principals, teachers, and parents on various initiatives to improve student achievement. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with principals, teachers, parents and other stakeholders. • Websites or weblogs provide district messaging into the community. • Participation in community events. • Established routines and procedures that inform principals, faculty, and parents on how to get access to their office. • Monitors office staff implementation of access routines and procedures to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• Parent survey results reflect understanding of the priority goals of their school and the district. • Parents' communications to the schools reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • School principals have enacted effective procedures for routing parents and stakeholders to appropriate parties for assistance. • School leaders' involvement in community events where they actively enlist families and community members to the work of their school. • "User friendly" processes for greeting and determining needs of visitors. • Principals, teachers, and parents anecdotal evidence of ease of access to their principals and the district office • Parent surveys reflect belief that access is welcomed. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

DISTRICT OFFICE CORE PRACTICES
RUBRICS

Reflection Questions for Core Practice #6

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How can you involve other district level administrators as high visibility assets of the school district?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what principals, teachers, parents, and community members think of your level of accessibility?	What work habits would you need to change to be more visible in the schools and community?
What additional strategies have you established to diffuse your practices on improving family and community engagement among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of your office?	How might you articulate to school principals and teachers the benefits that could be gained by the school if parents and community members were meaningfully engaged in the work of the school to raise student achievement?	How might you improve your consistency of interactions with stakeholders regarding the work of the district? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you – as the leader – would initiate communication on priority goals and expectations?	What are your priority goals for family and community engagement in schools and the district? How do you know whether schools and community members find them clear and comprehensible?

Core Practice #7: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

Narrative: The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools, and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Where Core Practice#2 is focused on impact on professional learning of those supervised, the focus of this Core Practiceis on the impact of the administrator's professional learning – does the administrator's learning result in continuous improvement in their performance? The district administrator practices and models deliberate practice by concentrating on a very few professional growth goals or targets in a set time period where the administrator strives for deep learning and personal mastery of a few "thin slices."

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: The district administrator is engaged in multi-dimensional deliberate practice growth targets directly related to capacity to support improvements in the schools supervised. Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: The district administrator is engaged in deliberate practice growth targets directly related to capacity to support improvements in the schools supervised. Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: The district administrator has limited engagement in deliberate practice growth targets directly related to job responsibilities but has limited focus on improvements in the schools supervised. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: The district administrator has no to minimal engagement in deliberate practice growth targets directly related to job responsibilities Attributes of the district administrator unsatisfactory on this core practice include:
Priority Attributes The district administrator approaches and attends every professional learning opportunity with a view toward multidimensional impact. As a result of attending professional learning with principals the knowledge and skills are shared throughout the organization and with other departments in the district. The district administrator monitors their use of research based high effect size practices and uses the data to support the learning of other district leaders. The district administrator utilizes multiple strategies for seeking feedback from school leaders and uses the feedback to differentiate support based on prioritized needs **Significant Supporting Attributes** The district administrator implements an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations and: • Shares the results of their	The district administrator actively participates inprofessional learning communities in which key district leaders have common learning experiences aligned to district priorities and organizational needs The district administrator personally attends and actively participates in the professional learning required of principals The district administrator implements prioritized researched based high effect size practices to improve personal leadership effectiveness The district administrator actively seeks out and strategically utilizes feedback from principals to direct differentiated leadership for schools The district administrator implements an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations that: • Demonstrates a positive relationship between the adult and the student anticipated gains	The district administrator participates in professional learning communities, but the learning experiences tend to be more individual than collective in addressing the strategic needs of the organization The district administrator attends professional learning for principals, but fails to actively engage becoming distracted with other responsibilities The district administrator is aware of the research on high effect size practices, but has yet to apply them to improve their personal leadership effectiveness The district administrator seeks out feedback from principals, but may or may not regularly use the data to differentiate their leadership for individual schools The district administrator attempts to implement an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations that provides: • Limited evidence of the Progress Points (student data) were monitored but not adult (cause) data • Limited evidence that the	The district administrator might attend a professional learning, but has yet to participate in the learning activities along with key district leaders The district administrator does not attend professional learning required of principals The district administrator is not aware of research based high effect size practices The district administrator does not seek out feedback from principals to improve their own practices The district administrator's deliberate practice plan: • Demonstrates no significant effort to work on the targets. • Demonstrates an indifference to data, no changes in leadership practice compared to the previous year are evident. The data screams "Change!" and the leader's actions say, "Everything is fine.

action research with other district leaders and how that learning will influence leadership practices in the future • Shares the results of their action research along with some of the things they are learning about leadership practices and the connection to student achievement with other district departments to maximize the impact of their personal learning experiences • Publicly reports, including plans and oral presentations, a frank acknowledgement of prior personal and organizational failures, and clear suggestions for system-wide learning resulting from those lessons	• Produces clear and consistent evidence that they are monitoring and measuring both the leadership strategy or strategies as well as the impact on student achievement monthly • Documents the changes in leadership practice that is occurring monthly as a result of the monitoring • Displays graphically and publicly the degree to which the achieved leadership strategies–in-action compare to the impact on student achievement	district administrator is monitoring and measuring *student effect data*, and/or are inconsistent in monitoring and measuring *leadership data*. Consequently, it is difficult to determine the degree to which the specified leadership practices are impacting student achievement • Minimal use of the action research process, and limited evidence of changes based on data • No graphic display of their action research

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Professional development records indicate active participation in professional learning with district and principal leaders. • Deliberate Practice plan includes professional learning targets that are directly linked to the needs of the district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research are shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the administrator has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • Evidence that professional learning is shared with other district and school leaders. • Other leadership evidence of proficiency on this indicator	• Principals' anecdotal evidence of the district administrator's support for and participation in professional learning. • Evidence that principal leaders are engaged in professional learning with the district administrator. • Changes in student growth data, discipline data, etc., after the district administrator's professional development. • Principals can articulate professional learning shared by the district administrator after the professional learning was implemented. • Evidence of successful development and implementation of the district administrator's deliberate practice plan. • Principals share feedback data from district administrator that impacts their leadership practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

DISTRICT OFFICE CORE PRACTICES RUBRICS
Core Practice #8: Using the District's School Administrator Evaluation System Effectively to Support, Monitor and Evaluate the Effectiveness of School Leaders

Reflection Questions for Core Practice #7

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in school leaders? How will you determine whether application of your own professional learning is impacting student achievement and the district as a whole? In what ways are you adjusting application when clear evidence of success is not apparent?	How are you investing in your professional learning and applying your learning to your daily work with school leaders? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on district goals with your principals? What steps can you take to begin to apply professional learning to your daily work?

Narrative: District office administrators are responsible for monitoring the effectiveness of school principals. This indicator addresses the proficiency and focus of the district administrators' monitoring processes to maintain awareness of principal effectiveness and the use of monitoring data to improve principal performance. The focus is on how well the district administrator monitors principal use of strategies supported by contemporary research, principal proficiency on issues contained in the district's leader evaluation system and the Florida Principal Leadership Standards (FPLS). This indicator also focuses on the district administrators' use of the monitoring process to provide quality and timely

feedback to principals. The feedback processes need to deepen principal understanding of the impact of their practices on school effectiveness and the effective use of high-effect size leadership practices.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the learning environment. Attributes of the highly effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the school site. Attributes of the effective district administrator on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: The district administrator is inconsistent in their use of school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site. Attributes of the district administrator needing improvement on this core practice include:	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: The district administrator seldom uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site. Attributes of the district administrator needing improvement on this core practice include:
Priority Attributes The district administrator's monitoring process generates a shared vision of high expectations for proficiency on the FPLS, FEAPs, research-based instructional strategies, and the indicators in the principal evaluation system. The focus and specificity of feedback creates a clear vision of what the priority goals are for the schools and the cause and effect relationship between principal practices and student achievement on those priority goals. The district administrator shares productive monitoring methods with other district administrators to support district wide improvements. **Significant Supporting Attributes** The district administrator uses a variety of creative ways to provide positive and corrective feedback. The effectiveness of schools reflects the district administrator's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The district administrator	The district administrator works with other district leaders to insure inter-rater reliability in the use of school leader evaluation indicators. The district administrator's effectiveness monitoring process provides the principal with a realistic overview of the current reality of principal effectiveness on the FPLS, FEAPs, and indicators in the principal evaluation system, and high effect size strategies. The district administrator's monitoring practices are consistently implemented in a supportive and constructive manner. The district administrator provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of the principal. The district administrator has effectively implemented a system for collecting feedback from principals as to what they know, what they understand, where they make errors, and when they have misconceptions about high effect size leadership and instructional practices as part of an on-going inter-rater reliability	The district principal evaluation system is being implemented, but the process is focused on procedural compliance rather than on improving principal proficiency on the FPLS and high effect size leadership strategies. The manner in which monitoring is conducted is not generally perceived by principals as supportive of their professional improvement. The district administrator adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve principal or organizational performance, or there are principals to whom feedback Is not timely or not focused on priority improvement needs. The district administrator tends to view feedback as a linear process; something they provide principals rather than a collegial exchange of perspectives on proficiency where the district administrator learns from the principal's expertise.	Monitoring does not comply with the minimum requirements of the district evaluation systems. Monitoring is not focused on principal proficiency in research-based strategies, FPLS and the FEAPs. There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive. The district administrator is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to principals.

	process.		
balances individual recognition with team and organization-wide recognition.	Corrective and positive feedback is linked to organizational goals, and both the district administrator and school principals can cite examples of where feedback is used to improve individual and organizational performance.		

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
- Schedules for school visits document monitoring of principals. - Records or notes indicate the frequency of formal and informal observations. - Data from school and classroom walkthroughs is focused on high-effect size strategies, FPLS, and FEAPs implementation. - Agendas for meetings address principal proficiency issues arising from the monitoring process. - Post observation conference notes reflect feedback on growth in proficiency on the FPLS and indicators in the district principal evaluation system instructional strategies. - Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback on needed improvements in leadership practice. - Samples of written feedback provided to principals regarding prioritized leadership and instructional practices. - The schedule reflects frequent school walkthroughs and observations of teaching and learning - Evidence the district administrator has a system for securing feedback *from* principals specific to prioritized leadership and instructional practices. - Use of time results in at least 2 work days a week spent on monitoring school effectiveness and instructional issues (i.e. "watching the game") and providing specific and actionable feedback for the principal's growth - Feedback to schools that describes ways to enhance performance and reach the next level of proficiency. - Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. - Other leadership evidence of proficiency on this indicator.	- The principals document that the district administrator initiated professional development focused on issues arising from leadership effectiveness monitoring. - Principal meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FPLS, FEAPs, principal evaluation indicators, or research-based strategies. - Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. - Principals can describe the high-effect size leadership and instructional strategies employed across the school - Data and feedback from the district administrator's walkthroughs and observations are used by principals to revise leadership and instructional practices. - Principals can attest to regularly scheduled formal and informal school visits. - Principals report recognition as team members and as individuals. - Principals describe feedback from the district administrator in terms of recognizing leadership strengths and suggestions to take their effectiveness to the next level - Principals report that the district administrator uses a combination of school visitation, and principal-self assessment data as part of the feedback. - Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. - Principals have opportunities to visit colleagues' schools for sharing of best practices - Feedback and evaluation data is used by principals to formulate their growth plans. - Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Core Practice #8

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How do you convey to highly effective principals specific feedback that would move	How do you improve your conferencing skills so your feedback to principals is both	How do you restructure your use of time so that you spend enough time on monitoring the proficiency	How do you improve your own grasp of what the FPLS, FEAPs and high effect size practices

Core Practice #9: Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools
(Universal to all Central Office including non-instructional central leaders)

them toward even higher levels of proficiency? How do you engage highly effective principals in sharing a vision of effective leadership practices with their colleagues so that there is no plateau of "good enough"?	specific enough to be helpful and perceived as support rather than negative criticism? What are some examples of focused, constructive, and meaningful feedback that you provide to school principals? How does this support their learning?	of leadership practices and giving feedback to be an effective support for school principals? In what ways do you currently recognize principals in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	require so that your monitoring has a useful focus? How can frequent, focused, and constructive feedback support principals in improving their leadership?

Narrative: Research clearly shows that in order for schools to meet their learning goals on rigorous state standards, they must have consistent, quality, coordinated, and differentiated support from all departments in the central office. District administrators need to know and understand the unique characteristics and challenges of each school, and they need to act in ways that contribute to the effective operations, organization, and school-wide improvement of teaching and learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Enabling school leaders supervised to maximize time and capacities on school improvement priorities. Attributes of the highly effective district administrator on this core practice	Effective: Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Enabling school leaders supervised to prioritize time and capacities on school improvement priorities. Attributes of the effective district administrator on this core practice include:	Needs Improvement: Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Practices are used that distract school leaders from consistent attention to school improvement priorities. Attributes of the district administrator needing improvement on this core practice	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Use practices that interfere with school leaders' consistent attention to school improvement priorities. Attributes of the district administrator unsatisfactory on this core practice

include:		include:	include:
Priority Attributes District administrators communicate with each other on their expectations for school sites, establish practical priorities, coordinate due dates, and adjust district expectations to accommodate teacher and principal learning priories at the school site. The district administrator routinely shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders' focus on teaching and learning. **Significant Supporting Attributes** Other leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in improving teaching and learning.	The link between school needs and the support delivered is in evidence from the alignment in the department's/district's improvement plan. The district administrator clearly defines his/her role in supporting teaching and learning in schools, and is able to describe the expertise, knowledge and qualifications needed in order to provide consistent quality support. School leaders supervised are provided consistent guidance and support on balancing job responsibilities not related to instructional leadership and faculty development so that improvements in the learning environment do not take a secondary role. The district administrator keeps well-informed about school needs and issues, and maintains open lines of communication from and to schools in order to continuously monitor and update supports to them. The district administrator develops and follows specific guidelines related to promptness, timeliness and courteousness in responding to schools, and demonstrates the ability to anticipate as well as respond to, schools' needs and requests, and maintains this emphasis through ongoing training and monitoring. The district administrator provides a range of customized supports for different schools, and works collaboratively with other district administrators to coordinate efforts to support school improvement.	Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership practices related to improving support services for schools. The district administrator has taken some decisive actions to make some changes in their leadership practices, but additional actions are needed to generate consistent, high quality support for all schools.	The district administrator sends late or conflicting notices of due dates on issues requiring use of school site time or resources. Evidence of consistent, high quality support to schools is not routinely gathered and used to promote further growth. The district administrator is indifferent to the data about school needs, the administrator blames others and external characteristics for insufficient progress. The district administrator does not believe that the central offices play a role in improving student achievement. The district administrator has not taken decisive action to change leadership practices, or other variables in order to support to schools.

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Hiring processes reflect a focus on efforts to improve the expertise, knowledge, and qualifications to improve support to schools • Meeting agendas, presentations, and written messages reflect ways in which the district administrator builds the capacity of school leaders and staff members • School walkthrough's, conference notes, written feedback and presentations reflect that the district administrator keeps well-	• Principals can identify specific ways the new hiring practices in central office have enabled them to improve school operations, and they have increased their requests of the administrator for support at their schools. • Various operations in the school have shown improved efficiency and effectiveness due to the support from central office which may include; cafeteria routines, financial management, and bus arrival and departures.

informed and anticipates and responds to school needs	• Principal and teacher practices have changed as a result of the feedback from central office visits and feedback for growth
• Meeting minutes, data reports and presentations reflect that the administrator communicates, cooperates, and collaborates with other departments in analyzing data to monitor and improve support services to schools	• Principals and faculty talk about being part of a team with the central office and work in partnership with them to achieve their goals.
• Other leadership evidence of proficiency on this indicator.	• Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Core Practice #9

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining consistent, high quality support to all schools?	What strategies have you considered that would ensure that all schools receive consistent, high quality, differentiated support from your office? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that enables you to establish and maintain meaningful relationships with school leaders, and enables you to provide consistent, high quality, differentiated support for all schools?	What might be the importance of providing consistent, high quality, differentiated support to all schools?

Self-Reflection Form

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<u>District Administrator</u> Assessment
Self-Reflection Form

</div>

District Administrator:
Date:

Core Practice #1 Getting Results
This proficiency area focuses on actual results in improving desired student learning growth and achievement. Priority attention is on the district administrators' leadership behaviors that influence the school site instructional leadership, faculty development, and school operations that impact the quality of the learning environment; it also addresses supporting processes that result in improving the percentage of effective and highly effective principals and teachers in the supervised school's by focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness on behaviors that impact student results.

At this time I rate myself in this category as: **( ) Highly Effective   ( ) Effective**
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #2 Continuous Improvement of Teaching and Learning
Core Practice #2 is focused on continuous improvement of teaching and learning or what the district office leader does to engage school administrators and faculty in meaningful professional learning (which includes being involved in what the school level educators are learning). Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional

learning efforts pay off. This core practice addresses the district administrator's role as a leader of learners.

At this time I rate myself in this category as: **( ) Highly Effective   ( ) Effective**
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #3 Building School Leaders' Sense of Efficacy for School Improvement

Core Practice #3 is focused on the district administrators impact on building principals' and assistant principals' sense of efficacy for school improvement. Efficacy is the belief about one's own ability (self-efficacy), or the ability of one's colleagues collectively (collective efficacy), to perform a task or achieve a goal. One of the most powerful ways in which districts influence teaching and learning is through the contribution they make to feelings of professional efficacy on the part of school principals and emerging school leaders. Principals possessed of strong efficacy beliefs will be more likely than others to undertake and persist in school-improvement projects. Principal efficacy provides a crucial link between district initiatives, school conditions, and student learning.

At this time I rate myself in this category as: **( ) Highly Effective   ( ) Effective**
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #4 Using Data as a Problem Solving Strategy at the District and School Level

This proficiency area focuses on four areas that involve use of data as a key tool for problem solving: 1). Helping principals and teachers use their data, transform the data into actionable evidence, and to help principals understand the implications of evidence for their improvement efforts; 2). Collecting and using data about local family educational cultures – norms, beliefs, values, and practices reflecting families' dispositions toward schooling and their role in it; 3). Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change) for their students' (individual students and student populations) achievement to improve; and 4). Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staffs, and calling on district staff members and others with special expertise to help them with data analysis and use.

At this time I rate myself in this category as: **( ) Highly Effective   ( ) Effective**
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #5 Ensuring Productive Leadership Succession

Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant. Succession planning increases the availability of experienced and capable leaders that are prepared to assume roles as they become available. Through the succession planning process, district leaders recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles.

At this time I rate myself in this category as: **( ) Highly Effective   ( ) Effective**
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #6 Harnessing Family and Community Energies for School Improvement

This core practice focuses on the actions of district level administrators which lead to greater engagement and participation of the community in the schools. District leaders need to focus more sharply and energetically on collective leadership by engaging teachers, administrators, parents, and community members in ongoing, reflective discussions of what each party can and should contribute to students' learning. District administrators support quality decisions of school leaders engaged in implementing district and state mandates and assist in communicating to stakeholders the rationale for such decisions.

District administrators balance support for school leaders with consistent monitoring of the effectiveness of processes that allow school site leaders to understand and respond in a timely manner to community interests and concerns.

At this time I rate myself in this category as: ( ) Highly Effective   ( ) Effective
( ) Needs Improvement ( ) Unsatisfactory

Core Practice #7 Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools, and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Where Core Practice#2 is focused on impact on professional learning of those supervised, the focus of this Core Practiceis on the impact of the administrator's professional learning – does the administrator's learning result in continuous improvement in their performance? The district administrator practices and models deliberate practice by concentrating on a very few professional growth goals or targets in a set time period where the administrator strives for deep learning and personal mastery of a few "thin slices."

At this time I rate myself in this category as: ( ) Highly Effective   ( ) Effective
( ) Needs Improvement( ) Unsatisfactory

Core Practice #8 Using the District's School Administrator Evaluation System Effectively, to Support, Monitor and Evaluate the Effectiveness of School Leaders

District office administrators are responsible for monitoring the effectiveness of school principals. This indicator addresses the proficiency and focus of the district administrators' monitoring processes to maintain awareness of principal effectiveness and the use of monitoring data to improve principal performance. The focus is on how well the district administrator monitors principal use of strategies supported by contemporary research, principal proficiency on issues contained in the district's leader evaluation system and the Florida Principal Leadership Standards (FPLS). This indicator also focuses on the district administrators' use of the monitoring process to provide quality and timely feedback to principals. The feedback processes need to deepen principal understanding of the impact of their practices on school effectiveness and the effective use of high-effect size leadership practices.

At this time I rate myself in this category as: ( ) Highly Effective   ( ) Effective
( ) Needs Improvement   ( ) Unsatisfactory

Core Practice #9 Provide Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

Research clearly shows that in order for schools to meet their learning goals on rigorous state standards, they must have consistent, quality, coordinated, and differentiated support from all departments in the central office. District administrators need to know and understand the unique characteristics and challenges of each school, and they need to act in ways that contribute to the effective operations, organization, and school-wide improvement of teaching and learning.

At this time I rate myself in this category as: ( ) Highly Effective   ( ) Effective
( ) Needs Improvement ( ) Unsatisfactory

Comments:

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Core Practices Scores to determine a summative leadership score.

Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Selecting Growth Targets:
Growth target 1: An issue that addresses a district/school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).

Growth target 3-4: Optional: additional issues as appropriate.
- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.
- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme
- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Deliberate Practice Growth Target

District Administrator's Name and
Position:_____

Evaluator's Name and Position:
_____

School year: _____   Date Growth Targets Approved: _____

District Administrator's Signature: _____

Evaluator's Signature_____

　　　　Deliberate Practice Growth Target #: ___(Insert target identification number here, the check one category below)
　　　　　　　　　( ) District Growth Target　　　　　　　　( ) Leader's Growth target

Growth Target:
Focus issue(s): Why is the target worth pursuing?
Anticipated Gain(s): What do you hope to learn?
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1.
2.
3
Notes:

Feedback Form

District Administrator Assessment
Conference Summary/Proficiency Status Update **- Feedback Form**

District Administrator:
Evaluator:
This form summarizes feedback about proficiency on the practices below based on consideration of evidence encountered during this timeframe:_____

Core Practice #1 Getting Results
This proficiency area focuses on actual results in improving desired student learning growth and achievement. Priority attention is on the district administrators' leadership behaviors that influence the school site instructional leadership, faculty development, and school operations that impact the quality of the learning environment; it also addresses supporting processes that result in improving the percentage of effective and highly effective principals and teachers in the supervised school's by focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness on behaviors that impact student results.
( ) Highly Effective　　( ) Effective　　( ) Needs Improvement　　( ) Unsatisfactory

Core Practice #2 Continuous Improvement of Teaching and Learning
Core Practice #2 is focused on continuous improvement of teaching and learning or what the district office leader does to engage school administrators and faculty in meaningful professional learning (which includes being involved in what the school level educators are learning). Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This core practice addresses the district administrator's role as a leader of learners.
( ) Highly Effective　　( ) Effective　　( ) Needs Improvement　　( ) Unsatisfactory

Core Practice #3 Building School Leaders' Sense of Efficacy for School Improvement
Core Practice #3 is focused on the district administrators impact on building principals' and assistant principals' sense of efficacy for school improvement. Efficacy is the belief about one's own ability (self-efficacy), or the ability of one's colleagues collectively (collective efficacy), to perform a task or achieve a goal. One of the most powerful ways in which districts influence teaching and learning is through the contribution they make to feelings of professional efficacy on the part of school principals and emerging school leaders. Principals possessed of strong efficacy beliefs will be more likely than others to undertake and persist in school-improvement projects. Principal efficacy provides a crucial link between district initiatives, school conditions, and student learning.
( ) Highly Effective　　( ) Effective　　( ) Needs Improvement　　( ) Unsatisfactory

Core Practice #4 Using Data as a Problem Solving Strategy at the District and School Level
This proficiency area focuses on four areas that involve use of data as a key tool for problem solving: 1). Helping principals and teachers use their data, transform the data into actionable evidence, and to help principals understand the implications of evidence for their improvement efforts; 2). Collecting and using data about local family educational cultures – norms, beliefs, values, and practices reflecting families' dispositions toward schooling and their role in it; 3). Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change)

for their students' (individual students and student populations) achievement to improve; and 4). Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staffs, and calling on district staff members and others with special expertise to help them with data analysis and use.

( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Core Practice #5 Ensuring Productive Leadership Succession

Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant. Succession planning increases the availability of experienced and capable leaders that are prepared to assume roles as they become available. Through the succession planning process, district leaders recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles.

( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

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( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

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( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Comments:

EVALUATION FORM: Annual PERFORMANCE LEVEL
This form is used to calculate a **Summative Performance Level**

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

Examine all sources of evidence for each of the core practices, as they apply to the district administrator's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate Core Practices and Deliberate Practice. Assign an overall evaluation of the district administrator's performance, sign the form and obtain the signature of the district administrator.

A.   Leadership Practice Score

        Core Practice score _____ x .80 = _____

        Deliberate Practice Score x .20 = _____

        Combined score is Leadership Practice Score: _____

B.   Student Growth Measure Score: _____

C.   Performance Score: _____

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Performance level is **( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory**

District Administrator Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Timeline for the District Administrator Evaluation

- **During the summer –** The district administrator will look at the self-reflection form and mark the current perceived status for all domains.
- **By the end of the summer –** A meeting will be held between the district administrator and his/her evaluator. Self-reflection questions will be discussed and a deliberate practice target (goal) will be determined. One target is mandatory but the evaluator may assign up to three extra deliberate practice targets.
- **When student growth scores are available –**A meeting between the district administrator and the evaluator from the previous year. Student growth measures from previous year are analyzed and evaluation rating for previous year is discussed. Evaluation form is signed, as applicable.
- **Throughout the school year –** The evaluator will observe the district administrator. Written feedback will be provided within 30 business days. Training and/or assistance will be offered to any district administrator deemed to be in need.
- **Prior to the end of the school year -** Final meeting between the district administrator and evaluator to determine core practice score and the deliberate practice score.

Additional Information

1. Student learning growth will be based on results as calculated by the learning growth model approved pursuant to section 1012.34, F.S. The student learning growth Value Added Model (VAM) calculations will be provided by the Department of Education and will comprise 50% of the district administrator's evaluation when there is at least one year of data available.

2. A performance evaluation will be conducted for each district administrator at least once per year.