

School Evaluation System

User Manual

A how-to guide for using a performance-evaluation system that assesses the instructional practices and professional and job responsibilities of educators, administrators, and non-instructional personnel in charter schools.



Florida Charter School Alliance

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The Florida Educator Evaluation Process

As set forth in the Student Success Act and Race to the Top, teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Used when developing district and school level improvement plans
- Used to identify professional development and other human capital decisions for instructional personnel and school administrators

To support those objectives, the law sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices. Florida Districts are statutorily required, under Section 1012.34(3)(a), F.S. that teacher evaluations include three components:

1. Performance of students,
2. Instructional practice (or instructional leadership), and
3. Professional and job responsibilities.

Section 1012.34(1)(b), F.S. requires the Florida Department to review and approve local school district evaluation systems for both instructional personnel and school administrators. The department reviews these systems to determine whether the methods described meet statutory requirements. Specifically, evaluation systems must:

- Be designed to support effective instruction and student learning growth;
- Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators;
- Include a mechanism to examine performance data from multiple sources;
- Identify those teaching fields for which special evaluation procedures are necessary;
- Differentiate among four levels of performance;
- Provide for training programs that are based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures;
- Include a process for monitoring and evaluating the effective and consistent use of the evaluation criteria by employees with evaluation responsibilities; and
- Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning.

Recommended Observation Schedule

Contract Status	Required Number of Observations a Year	Timeframe
Probationary/ Annual Contract (Beginning Teacher 1-2 years)	2	1 per semester, concluding by the end of the third grading period
Annual Contract	1	By the end of the third grading period

*A required observation constitutes a minimum of twenty (20) consecutive minutes. Where appropriate, the observant could last longer.

Evaluation Process and Data Sources for Educational Professionals that Document Overall Performance

Data Source	
Learner Progress	Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in 1008.22 (8).
Observations	Pursuant to state statute, up to 50% of the final performance evaluation must include indicators based upon each of the Florida Educator Accomplished Practices. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices as defined in s. 1012.01 (2)(a). Observations for teachers are centered around the six performance standards. For instructional support personnel and student services personnel, observations are centered around six performance (FEAPS) standard and the Social Services Personnel (SSPEM) Performance Standards. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.
Required Documentation	The Required Documentation includes specific required artifacts that provide evidence of meeting selected performance standards.
Parental Input	Parental input is gathered through the use of the <i>School Climate Survey</i> , the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show examples of communication with parents as reflected on their communication evidence.

Purpose

The goal of Florida’s Charter School Alliance Evaluation System is to assist charter school organizations by developing a state pre-approved performance-evaluation system that addresses the instructional practices and professional and job responsibilities of educators in Florida’s charter schools. Our goal is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback in an effort to offer equitable and high quality educational programs within all Florida charter schools.

The primary purpose of this evaluation system is to assist charter organizations to:

- improve the quality of instruction by ensuring accountability for classroom/program performance
- increase student learning growth by improving the quality of instructional services
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the charter organization
- provide a basis for instructional improvement through productive instructional personnel evaluation and professional growth

- provide a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance, thus positively impacting student achievement

Introduction

The Florida Charter School Alliance (FCSA) Evaluation System will allow charter schools an opportunity to examine and maintain access to high quality teachers. Examining professionals in an equitable and reflective manner each individual educator's contribution to the learning growth and their professional growth will determine the professional's overall performance rating that has been grouped into four levels of performance; 1) Highly Effective 2) Effective 3) Needs Improvement, 0-3 Years – Developing, and 4) Unsatisfactory. A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance representation” of the instructional professional's work. Included in this evaluation system student performance measures defined in state statute for learner progress, observable performance indicators of effective instructional practice and additional valuable data sources regarding teaching and learning which were selected as a means of providing accurate feedback on instructional professional performance.

The Evaluation System is comprised of two components:

1. Instructional Practice & Professional Job Responsibilities
2. Student Growth Measures

Component 1: Instructional Practice & Professional Job Responsibilities

The Instructional Practice and Professional and job responsibilities component of this evaluation system integrates the Florida Educator Accomplished Practices (FEAPS). There are six Performance Standards for classroom teachers, instructional support personnel, and student services personnel, as appropriate for each job assignment, with corresponding job specific performance indicators to inform the observation and evaluation process.

The Accomplished Practices are based upon three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

The roles and responsibilities of the classroom teacher, instructional support personnel, and student services personnel differ in some critical ways. Therefore, the performance standards and indicators applicable to each position also differ. Nonetheless, the FEAPS are interdependent, and are aligned to multiple performance standards for both instructional support personnel and student services personnel are aligned between the FEAPs and Student Service Professional Performance Standards (SSPEM) applicable to each position.

Component 2: Student Growth Measure

The Student Performance data, and the methodology used by this evaluation includes the Value added Model (VAM) to calculate an educators overall evaluation. The distribution of rating categories are based on the 1 year Raw VAM Score for all teachers, support personnel and administrators. This methodology uses VAM classification and the Students Performance data to determine 50% of the overall evaluation points.

The amount of the teacher's contribution to student learning is provided through a value-added score. Using the developmental scale of the assessment, the teacher's value-added score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the factors accounted for in the model. For example, if a teacher's value-added score is 10, that means students taught by that teacher, on average, demonstrated learning growth of 10 points on the developmental scale higher than expected for similar students in the state. In this instance, "similar" means students that share the same student, classroom and school characteristics accounted for in the model. A score of 0 (zero) reflects average or typical performance. VAM results, along with the other components in the personnel evaluation system, provide a tool for Charter Schools to more accurately evaluate instructional personnel and school administrator's performance.

Performance to determine Evaluation points as follows:

50 points: $VAM/SE > 2$

37.5 points: $-1 \leq VAM/SE \leq 2$

25 points: $-2 \leq VAM/SE \leq 1$

12.5 points: $VAM/SE < -2$

State	%	Score
-2	0%	0.0
-1	25%	12.5
0	50%	25.0
1	75%	37.5
2	100%	50.0

The overall summative evaluation will use two combined scores; the performance of students' scores and the professional's instructional practice and job responsibilities performance score. At least 50% of the performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by EOC assessments as provided in Section 1008.22(8), F.S. The other 50% of the evaluation will be based on the instructional practice component, which must be based upon each of the Florida Educator Accomplished Practices (FEAPs) as adopted by the State Board of Education, a teacher's performance evaluation category is influenced by several other factors, including instructional practice, observation data, and professional responsibilities.

Scoring of the FCSA School-Site Evaluation Systems

Teacher Evaluation	
Component	Weight
Student Growth Measure	50%
Florida Educator-Teacher Proficiency Score (FEAPS)	50%

Instructional Support/ Student Services Evaluation	
Component	Weight
Student Growth Measure	50%
Florida Educator-Instructional Support /Student Services Evaluation Proficiency Score (FEAPS, SSPPS)	50%

School –Based Administrator Evaluation	
Component	Weight
Student Growth Measure	50%
Florida School Leader Assessment Proficiency Score (FPLS)	50%

Student Services Personnel Evaluation Model (SSPEM) Comprehensive Evaluation System Model for Student Services Personnel

The purpose of Florida's Student Services Personnel Evaluation Model (SSPEM) is to assist districts by developing a state pre-approved performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, and school nurses) that:

- Aligns with current research-based best practices and professional standards
- Meets the requirements of the Student Success Act
- Reflects the functions, practices, and responsibilities that positively impact student achievement, behavior, and health.

The SSPEM is an integrated evaluation system that establishes common practice standards across the student services profession by focusing on evidence-based and research-based practices that are linked to student achievement and behavior. The model provides schools or charter school organizations with a state-approved evaluation framework to adopt/or adapt to address the sponsoring district's instructional framework and needs. The SSPEM may also serve as a guide for other "non-classroom" instructional or teaching fields for which special evaluation procedures and criteria are necessary.

This evaluation tool will assist Charter School Organizations an opportunity to evaluate student services personnel. The model represents school counseling, school social work, school psychology, and school nursing to reflect professional standards and research-based practices that impact student achievement.

The SSSP tool provides a sequence and structure for their work; it integrates each student services discipline area's professional practices, competencies, and ethics into a foundational framework. It facilitates structure, provides domains, professional practices, and indicators relevant to the work of student service professional. This tool gives School Administrators and/or Designees the opportunity to provide support personnel in the student services discipline area relevant feedback, a more accurate evaluation and provide an opportunity for professional growth and continuous improvement.

The tool complies with the requirements of the Student Success Act and address both professional practices (50 percent) and student growth (50 percent), respectively

Florida's comprehensive performance evaluation system for student services personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

A comprehensive, evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of student services personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement, and Unsatisfactory). The Evaluation Rubric includes the following key components:

- **Domains:** Broad categories used to organize professional practices and structure evaluation criteria.
- **Practices:** Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators:** A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the five broad domains addressed in the Florida SSPEM:

- Data-Based Decision Making and Evaluation of Practices
- Instruction/Intervention Planning and Design
- Instruction/Intervention Delivery and Facilitation
- Learning Environment
- Professional Learning, Responsibility, and Ethical Practice

The five domains include 36 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement, and Unsatisfactory). The indicators for each practice standard include suggested artifacts or evidence that student services personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the student services professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the student services personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

Overall Student Services Professional Rating Scale

Level	Performance Level Descriptions
Highly Effective	Describes student service professionals whose performance is well above the Effective and results from consistent engagement with “professional practice.” The highly effective student services professional frequently serves as a role model to others. Some professionals will be rated highly effective on some indicators, but few will be rated consistently highly effective on the summative evaluation.
Effective	Describes student services professional whose performance has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective student services professional demonstrates a willingness to learn and apply new skills.
Needs Improvement	Describes student services professionals who show an understanding of what is required for success, but require support and direction to become effective. Emerging personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging personnel toward more effective performance.
Unsatisfactory	Describes student service professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Role of Site Administrators/Assessors

The site administrator is responsible for assessing all instructional personnel and support staff. Site administrators are also responsible for informing the professionals of the overall evaluation process; due dates of required documentation; professional responsibilities, scheduling evaluation-related meetings; providing feedback on performance throughout the year; making summative ratings; and submitting documentation to the appropriate sponsoring district office. However, the principal/site administrator makes the final determination of the ratings and recommendation for continued employment of instructional personnel. The administrative evaluations will be conducted by the Governing Board or designee. They will assess the site administrator or principal, however, the site administrator/or principal will be required to assess their assistant principals and should then be reviewed by the Governing Board and executed. The Governing Board determines the recommendation for continued employment of all school site administrators.

Throughout this manual, the term “instructional personnel” is used interchangeably with other terms (see table below). The Charter School Alliance designed this tool to assist instructional personnel in identifying, designing, and reflecting upon their professional performance. Using the state’s professional standards (i.e., FEAPS, SSPEM, FPLS) model, a series of performance standards have been defined as well as documentation sources to use for assessing performance. For most instructional personnel, the administrator who will review the data sources is their site administrator; however, a site administrator can designate another administrator to review the data and make summative ratings recommendations. Instructional personnel are active participants in the evaluation process through collaborative meetings, input, and reflection. Site administrators are responsible for facilitating the evaluation process. Two terms are commonly used in the manual to refer to administrators; they are “site administrator” and “assessor” (see table below). The term “site administrator” is used when the function described may only be conducted by the site administrator (e.g., principal). The term “assessor” is used when the function described may be conducted by either the site administrator or the site administrator’s designee (e.g., assistant principal). For professionals assigned to more than one location, the payroll location site administrator has the overall evaluation responsibilities. The professional and the assessor will meet to discuss the observation within ten (10) calendar days of the observation.

Table 1: Interchangeable Terms Used Throughout the Manual

Professional	Site Administrator	Assessor
<ul style="list-style-type: none"> • Instructional personnel • Teacher • Instructional support personnel • Student services personnel 	<ul style="list-style-type: none"> • Principals • Administrators responsible for the supervision of instructional personnel • Payroll location supervisor 	<ul style="list-style-type: none"> • Site administrator • Site administrators’ Administrative designee (e.g., assistant principals) • Governing Board • Governing Board Designee (i.e. consultant, admin director)

The Foundation and Key Features FCSA System Evaluation

Systematic Approach to Evaluation

It is not feasible for school principals or other assessors to implement multiple evaluation systems with different requirements, guidelines, and methods. This evaluation system and manual will provide an efficient, standardized method for executing your evaluation. While assessment forms and processes are differentiated for the various instructional positions, the evaluation model and protocol are standardized. This combination of standardizing the evaluation framework and customizing its application to fit specific position needs allows for a more valid and easy-to-use evaluation system while, at the same time, accounting for important distinctions in roles and responsibilities of various instructional personnel.

Emphasis on Communication throughout the Evaluation Process

Performance evaluation systems should reflect the fundamental role that effective communication plays an important role in the evaluation process. Since the goal of any evaluation is to continue successful job performance or improve less successful ones, assessor-professional communication is essential. Thus, opportunities for systematic communication between assessors and instructional personnel are built into the evaluation tool to facilitate continuous communication, improvement and accountability.

Use of Multiple Data Sources

The use of multiple data sources is a key component of truly grasping and evaluating each individual based on their unique job performance and contribution to student achievement. The use of multiple sources of information:

- increases the validity of an evaluation for any professional educator;
- allows for differing documentation needs based on job responsibilities of particular positions (e.g., classroom teacher vs. school counselor); and
- provides for differentiation of performance for personnel at different points in their careers; for example, beginning vs seasoned teachers

While formal observation can provide a significant amount of data, it should not be the sole source of data collection under educational evaluation models. Multiple data sources are needed as no single source can adequately capture the complexities of a professional educator's day to day work. The use of multiple sources of information is a key feature incorporated into each of these performance evaluation systems. As using multiple data sources can enhance the validity and reliability of the evaluation process, and offer a more accurate and evidenced based decisions making process.

Items Used as Evidence of Quality Work Performance

Documentation Completed by	Assessor	Professional
Formative Performance Evaluation Form - Teacher, Instructional Support Personnel, or Student Services Personnel	X	
Documentation Cover Sheet and Artifacts (attachments)		X
Summative Performance Evaluation - Teacher, Instructional Support Personnel, or Student Services Personnel	X	
Improvement Plan (if applicable)	X	

Required Documentation Description

What is “Required Documentation”?

Required documentation:

- A packet of evidence stapled to the *Documentation Cover Sheet* in the upper left-hand corner and submitted to the assessor 35 calendar days prior to the last day of the school year for professionals.
- Packet should be available as reference at the summative performance evaluation meeting.
- This is one component of a multi-source evaluation and complements the observation components of those non observable standards .
- The documents are limited to the required documentation listed on the cover sheet.
- This documentation is a work in progress; it is to be continually developed throughout the evaluation period by the instructional/support personnel.
- These documents should be user-friendly (neat, organized).
- This documentation should be returned to the professional after review by the assessor.
- This information belongs to the employee (even if the employee changes schools or leaves the school district).

What items are required for the summative performance evaluation meeting?

Professionals	Required Evidence
*Teachers Only	Lesson plans are available before, during and after the formal observation.
-Teachers -Instructional Support -Student Services	Evidence of Assessment Data (e.g., state assessments data, formative/summative assessments, data binders, data chats, student work folders, grades, attendance records, ESOL and IEP student data).
-Teachers -Instructional Support -Student Services	Evidence of Communication with stakeholders– parents, students, colleges, administrators, governing board, community members, administration and sponsoring district personnel. (e.g., teachers may print records or provide their own documentation of emails, phone calls and meetings held).
-Teachers -Instructional Support -Student Services	Evidence of Professional Development/Professional Growth Experiences (e.g., Records of in-service points, professional development, workshop certificates, college transcripts, conferences, National Board Certification) from the current evaluation period.

Identifying Instructional, Support and Administrative Professionals Categories for Alignment of Evaluation System			
Instructional Personnel/Teacher	Instructional Support Personnel	Student Service Personnel	School-Site Administrator
<ul style="list-style-type: none"> • All Classroom Teachers • Instructional Personnel that spends 50% or more of the day in a classroom teaching students 	<ul style="list-style-type: none"> • Instructional Coaches • Media Specialist • ESE Program Specialist • Activities Director • Lead Teachers 	<ul style="list-style-type: none"> • School Counselors • School Social Workers • school Psychologists • School Nurses/Therapist • Career Specialist 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Administrator on Special Assignment • School-Site Director

DOCUMENTATION COVER SHEET

Professional's Name: _____ **Employee Number:** _____
Assessor's Name: _____ **School Year:** _____
School Name/Number: _____ **District:** _____
Area(s) of Certification: _____ **Current Assignment:** _____

Directions: Professionals will place required items in sequential order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your assessor 30 calendar days prior to the last day of the school year for professionals. Professional will summarize documentation submitted. Assessors will review the submission and make evaluative notes in the appropriate sections of this cover sheet.

Check if

Submitted

Required Evidence Item

Professional Development/Professional Growth Experiences

Provide evidence of the successful completion of professional development that result in the accumulation of Professional Development Points and/or college/university credits during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences (e.g., certificates, college transcripts, PLC's, Lesson Studies, Book Studies, and Conferences).

Evidence of Assessment Data

Provide evidence of the use of data to drive instruction, and progress monitor student achievement (e.g., state assessments data, formative/ summative assessments, data binders, data chats, student work folders, grades, attendance records, ESOL and IEP student data).

Communication

Provide evidence of how the professional communicates with stakeholders; families, staff, faculty, and students. (e.g., communication logs, emails, meeting, parent conferences, PD's offered, sign-in sheets).

Professional Summary:

Assessor Evaluative Notes:

Reviewed By: _____ **Date Submitted:** _____

Assessor's Signature: _____ **Date:** _____

Communication Log

Professional's Name: _____ **Employee Number:** _____
School Name/Number: _____ **School Year:** _____

Date	Name of Person	Purpose	Method	Notes
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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Performance Standards

Florida Educator (Classroom Teacher) Performance Standards (FEAPS)

PERFORMANCE STANDARD: QUALITY OF INSTRUCTION	
Standard 1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
1.a.	Aligns instruction with state-adopted standards at the appropriate level of rigor.
1.b.	Sequences lessons and concepts to ensure coherence and required prior knowledge.
1.c.	Designs instruction for students to achieve mastery.
1.d.	Selects appropriate formative assessments to monitor learning.
1.e.	Uses diagnostic student data to plan lessons.
1.f.	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
Standard 2. The Learning Environment	
The educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
2.a.	Organizes, allocates, and manages the resources of time, space, and attention.
2.b.	Manages individual and class behaviors through a well-planned management system.
2.c.	Conveys high expectations to all students.
2.d.	Respects students' cultural linguistic and family background.
2.e.	Models clear, acceptable oral and written communication skills.
2.f.	Maintains a climate of openness, inquiry, fairness and support.
2.g.	Integrates current information and communication technologies.
2.h.	Adapts the learning environment to accommodate the differing needs and diversity of students.
2.i.	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
Standard 3. Instructional Delivery and Facilities	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
3.a.	Delivers purposeful, engaging and challenging lessons.
3.b.	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
3.c.	Identify gaps in students' subject matter knowledge.
3.d.	Modify instruction to respond to preconceptions or misconceptions.
3.e.	Relate and integrate the subject matter with other disciplines and life experiences
3.f.	Employ higher-order questioning techniques.
3.g.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
3.h.	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
3.i.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
3.j.	Utilize student feedback to monitor instructional needs and to adjust instruction.
Standard 4. Assessment	
The effective educator consistently:	
4.a.	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
4.b.	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
4.c.	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
4.d.	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
4.e.	Shares the importance and outcomes of student assessment data with the student and the student's

	parent/caregiver(s).
4.f.	Applies technology to organize and integrate assessment information.
PERFORMANCE STANDARD: CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	
Standard 5. Continuous Professional Improvement	
The effective educator consistently;	
5.a.	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
5.b.	Examines and uses data-informed research to improve instruction and student achievement.
5.c.	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
5.d.	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
5.e.	Engages in targeted professional growth opportunities and reflective practices.
5.f.	Implements knowledge and skills learned in professional development in the teaching and learning process.
Standard 6. Professional Responsibility and Ethical Conduct	
The educator understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	
6.a.	Understanding that educators are held to a high moral standard in a community.
6.b.	Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.
6.c.	Fulfills the expected obligations to students, the public and the education profession.
6.d.	Educator supports and promotes the shared school and organizational vision and mission to support school improvement.
6.e.	Collects required data and maintains timely and accurate records (e.g., lesson plans, grades, attendance records, student records, property inventory, etc.).
6.f.	The educator is aware of the organization's and school's initiatives and participates in them in accordance with his or her talents and availability.

Instructional Support Personnel Performance Standards (FEAPS)

PERFORMANCE STANDARD: QUALITY OF INSTRUCTION	
Standard 1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
1.a.	Demonstrates current knowledge of field and subject matter when aligning instructional support with state-adopted standards at the appropriate level or rigor.
1.b.	Understands the principals of adult learning and developmental stages of learners to assist teachers in the development of lesson plans and delivery of instruction that applies the scope and sequence to the curriculum and needs of students.
1.c.	Plans, organizes, and manages programs and/or services to meet teacher needs, build instructional capacity and increase student achievement.
1.d.	Selects appropriate formative and summative assessments to drive instruction and monitor learning.
1.e.	Uses cumulative records, diagnostic data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs.
1.f.	Develops learning experiences that require students to demonstrate a variety of applicable skills, levels of rigor and competencies.
Standard 2. The Learning Environment	
The educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
2.a.	Organizes, allocates, and manages the resources of time, space, and attention to support teachers and administrators with school-wide improvement initiatives.
2.b.	Provides services in a safe and positive learning environment.
2.c.	Collaborates with teachers, students and parents to promote school-wide literacy.
2.d.	Respects school personnel and students' individual differences by understanding cultural, linguistic, family backgrounds and learning styles.
2.e.	Demonstrates clear, acceptable oral and written communication skills when communicating with school administrators, sponsoring district, teachers, parents and other community stakeholders.
2.f.	Maintains a climate of openness, inquiry, fairness and support.
2.g.	Integrates current information and communication technologies to present and disseminate information to all stakeholders.
2.h.	Identifies and adapts the learning environment to accommodate the differing needs and diversity of teachers and students.
2.i.	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
Standard 3. Instructional Delivery and Facilities	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
3.a.	Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions.
3.b.	Presents teachers with information and services using a variety of content area literacy strategies to meet learner needs and diversity, thus deepening and enriching students' knowledge and understanding content area.
3.c.	Assist teachers in the identification of gaps in students' subject matter knowledge.
3.d.	Supports rigorous reading requirements for English/Language Arts school programs.
3.e.	Develops learning experiences that relate and integrate the subject matter with other disciplines and life experiences.
3.f.	Reviews school level compliance with IDEA, sponsoring district procedures, curriculum requirements, and Special Policy and Procedures Documents (SPP).
3.g.	Applies a variety of instructional strategies and resources, including appropriate technology, to provide comprehensible support for teaching and learning.
3.h.	Support the differentiation of instruction based on an assessment of student learning needs and recognition of individual differences in students.

3.i.	Supports, encourages, and provides immediate and specific feedback to teachers in an effort to build instructional capacity and promote student achievement.
3.j.	Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners.
Standard 4. Assessment	
The effective educator consistently;	
4.a.	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
4.b.	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
4.c.	Uses a variety of assessment tools to monitor student progress, design instruction that meets student needs and document student achievement.
4.d.	Modifies assessments and testing conditions to accommodate students with special needs, learning styles and varying levels of knowledge.
4.e.	Shares the importance and outcomes of student assessment data with administrators, teachers, students, parent/caregiver(s) and other stakeholders.
4.f.	Applies technology to organize and integrate assessment information.
PERFORMANCE STANDARD: CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	
Standard 5. Continuous Professional Improvement	
The effective educator consistently;	
5.a.	Designs and facilitates purposeful professional development to strengthen the effectiveness of instruction based on teacher and students' needs.
5.b.	Examines and uses data-informed research to improve instruction and student achievement.
5.c.	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust support and continuously improve the effectiveness of teaching and learning.
5.d.	Develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.
5.e.	Engages in targeted professional growth opportunities and reflective practices that contributes to the professional growth of others, and/or assumes a leadership role within the learning community.
5.f.	Remains current in subject/content/field/technology and professional practices.
Standard 6. Professional Responsibility and Ethical Conduct	
The educator understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	
6.a.	Understanding that educators are held to a high moral standard in a community.
6.b.	Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.
6.c.	Fulfills the expected professional obligations to the public and the education profession by, interacting with participants, parents, and the community in a positive manner to foster learning and promote positive home/school relationships.
6.d.	Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.
6.e.	Collects required data and maintains timely and accurate records (e.g., coaching logs, student and school data reports, property inventory, IEP's, ESOL Plan etc.).
6.f.	Consistently and fairly adherence to job responsibilities and procedures.

Student Services Personnel Performance Standards (SPEM/FEAPS)

Domain A: Data Based Decision Making and Evaluation of Practices	
1.	Collects and uses data to develop and implement interventions within a problem-solving framework.
2.	Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3.	Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4.	Shares student performance data in a relevant and understandable way with students, parents, and administrators.
5.	Demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding, administering, collecting and using data.
6.	Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners.
Domain B: Instruction/Intervention Planning and Design	
1.	Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
2.	Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
3.	Applies evidence-based research and best practices to improve instruction/interventions.
4.	Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.
5.	Engages parents and community partners in the planning and design of instruction/interventions.
6.	Uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.
Domain C: Instruction/Intervention Delivery and Facilitation	
1.	Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.
2.	Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3.	Implements evidence-based practices within a multi-tiered framework.
4.	Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5.	Promotes student outcomes related to career and college readiness.
6.	Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.
Domain D: Learning Environment	
1.	Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2.	Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
3.	Collaborates with school personnel to promote safe learning environments by assisting in the development and implementation of behavior management systems.
4.	Integrates relevant cultural issues and contexts that impact family-school partnerships.
5.	Provides a continuum of crisis intervention services.
6.	Collaborates with teachers, students and parents to promote a culture of reading and school-wide literacy.
Domain E: Professional Learning, Responsibility, and Ethical Practice	
1.	Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.
2.	Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community PLC).
3.	Implements knowledge and skills learned in professional development activities.
4.	Demonstrates effective recordkeeping and communication skills.
5.	Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.
6.	Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.

School-Based Administrator Performance Standards (FPLS)

Domain I: Student Achievement	
Standard 1: Student Learning Results.	
Effective school leaders achieve results on the school's student learning goals.	
1.a.	The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.
1.b.	Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.
Standard 2: Student Learning as a Priority.	
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
2.a.	Enables faculty and staff to work as a system focused on student learning.
2.b.	Maintains a school climate that supports student engagement in learning.
2.c.	Generates high expectations for learning growth by all students.
2.d.	Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Domain II: Instructional Leadership	
Standard 3: Instructional Plan Implementation.	
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.	
3.a.	Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.
3.b.	Engages in data analysis for instructional planning and improvement.
3.c.	Communicates the relationships among academic standards, effective instruction, and student performance.
3.d.	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.
3.e.	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Standard 4: Faculty Development.	
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
4.a.	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.
4.b.	Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction
4.c.	Employs a faculty with the instructional proficiencies needed for the school population served.
4.d.	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
4.e.	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.
4.f.	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
Standard 5: Learning Environment.	
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
5.a.	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.

5.b.	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
5.c.	Promotes school and classroom practices that validate and value similarities and differences among students.
5.d.	Provides recurring monitoring and feedback on the quality of the learning environment
5.e.	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
5.f.	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain III: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

6.a.	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
6.b.	Uses critical thinking and problem solving techniques to define problems and identify solutions.
6.c.	Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.
6.d.	Empowers others and distributes leadership when appropriate.
6.e.	Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

7.a.	Identifies and cultivates potential and emerging leaders.
7.b.	Provides evidence of delegation and trust in subordinate leaders.
7.c.	Plans for succession management in key positions.
7.d.	Promotes teacher-leadership functions focused on instructional proficiency and student learning.
7.e.	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

8.a.	Organizes time, tasks and projects effectively with clear objectives and coherent plans.
8.b.	Establishes appropriate deadlines for him/herself and the entire organization.
8.c.	Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.
8.d.	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

9.a.	Actively listens to and learns from students, staff, parents, and community stakeholders.
9.b.	Recognizes individuals for effective performance.
9.c.	Communicates student expectations and performance information to students, parents, and community.
9.d.	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.
9.e.	Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
9.f.	Utilizes appropriate technologies for communication and collaboration.
9.g.	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

10.a.	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
10.b.	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.
10.c.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.
10.d.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.
10.e.	Demonstrates willingness to admit error and learn from it.
10.f.	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.



Evaluation Rubrics, Performance Standards & Methods and Sources of Evidence

Summative Evaluation Rating Scale (Rubric) Definitions

Rating	Description	Performance Characteristics
Highly Effective	The professional performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state’s and the charter organization’s mission and goals.	High-Quality Performance: <ul style="list-style-type: none"> • exceeds the requirements contained in the standard as expressed in the evaluation criteria • consistently seeks opportunities to learn and apply new skills
Effective	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state’s and the charter organization’s mission and goals.	Effective Performance: <ul style="list-style-type: none"> • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate
Needs Improvement/ Developing*	The professional needs assistance/support to meet the standard in an effective manner that is consistent with the state’s and the charter organization’s mission and goals.	Improving Performance: <ul style="list-style-type: none"> • requires support/assistance in meeting the standard • results in performance that needs improvement • leads to areas for professional improvement being jointly identified and planned between the professional and assessor
Unsatisfactory	The professional consistently performs below the established standard or in a manner that is inconsistent with the state’s and the charter organization’s mission and goals.	Poor-Quality Performance: <ul style="list-style-type: none"> • fails to meet the requirements contained in the standard as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

* Pursuant to the Student Success Act, created in F.S. 1012.335, a rating of “*Developing*” can only be assigned to professionals in their first three (3) years of teaching.

Florida Educator Evaluation Rubric

Professional Practice Standards & Methods and Sources of Evidence

Rating Scale	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Rating Scale	The teacher consistently performs below the established standard or in a manner that is inconsistent with the state's and the charter organization's mission and goals.	The teacher needs assistance/support to meet the standard in an effective manner that is consistent with the state's and the charter organization's mission and goals. (Developing" rating is for teachers in their first three years only.)	The teacher performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state's and the charter organization's mission and goals.	The teacher performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the charter organization's mission and goals.

Sources of Evidence: <input type="checkbox"/> Communication logs <input type="checkbox"/> Data Binders <input type="checkbox"/> Intervention Plans <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Grade Book <input type="checkbox"/> Meeting logs <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> PD Evidence <input type="checkbox"/> Parent Conference Logs <input type="checkbox"/> Student Work Folders <input type="checkbox"/> Observation <input type="checkbox"/> IEP/ELL Plans <input type="checkbox"/> Student Progression Plans <input type="checkbox"/> Other: _____
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Quality of Instruction
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:
KEY INDICATORS
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. Uses diagnostic student data to plan lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
Methods and Sources of Evidence
<ul style="list-style-type: none"> Applies the scope and sequence to the curriculum and needs of students Ensures that teaching materials, resources, and texts used are aligned to the curriculum Uses an established curriculum as a framework Develops plans that are logical, sequential, and relevant Plans instruction to achieve intended learning outcomes Demonstrates current knowledge of field/subject matter in planning Identifies and plans for the instructional and developmental needs of diverse learners Gathers, evaluates, and/or creates appropriate instructional materials

2. The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

KEY INDICATORS

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Methods and Sources of Evidence

- Establishes and maintains effective classroom rules and procedures
- Maintains appropriate discipline and a safe physical setting
- Models caring, fairness, equity, courtesy, respect, active listening, and enthusiasm for learning
- Promotes respectful interactions that challenge and engage students within the learning environment
- Creates an environment that is appropriate, stimulating, print rich and academically challenging
- Cultivates and promotes a climate of trust and teamwork (collaborative group work)
- Encourages student participation, inquiry, and intellectual risk-taking
- Respects and promotes the appreciation of diversity

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

KEY INDICATORS

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

Methods and Sources of Evidence

- Engages students in individual work, cooperative learning, and whole-group activities
- Remains current in content/subject area and professional practices
- Delivers instruction in a culturally, linguistically, and gender-sensitive manner
- Establishes positive and timely interactions that are focused upon learning
- Paces instruction according to appropriate curriculum and needs of students
- Integrates available technology in the classroom, as appropriate (Florida Statute 1012.34(3)(a)4
- Connects students' prior knowledge, life experiences, and interests, as appropriate, to learning goals

4. Assessment

The effective educator consistently:

KEY INDICATORS

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- Applies technology to organize and integrate assessment information.

Methods and Sources of Evidence

- Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress
- Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment
- Measures and documents learner progress of prior achievement compared to the current achievement with informal and formal state and school based assessments, as applicable
- Provides ongoing, timely, and specific feedback (Student Data Chats, Parent Data Chats)
- Helps students assess, monitor, and reflect on their work
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress
- Maintains official records (e.g., grade book, work folders, intervention logs) of student learning

Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement

The effective educator consistently:

KEY INDICATORS

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- Examines and uses data-informed research to improve instruction and student achievement;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices, and
- Implements knowledge and skills learned in professional development in the teaching and learning process.

Methods and Sources of Evidence

- Demonstrates knowledge of the School Improvement Plan
- Engages in ongoing professional development
- Provides evidence of professional growth experiences (PD Certificates, PD Points, Transcripts,
- Contributes professionally to the school community
- Participates in professional activities
- Reflects on professional practices

6. Professional Responsibility and Ethical Conduct.

The effective educator demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth and in compliance with professional job responsibilities.

KEY INDICATORS

- Understanding that educators are held to a high moral standard in a community.
- Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.
- Fulfills the expected obligations to students, the public and the education profession.
- Educator supports and promotes the shared school and organizational vision and mission to support school improvement.
- Collects required data and maintains timely and accurate records (e.g., lesson plans, grades, attendance records, student records, property inventory, etc.).
- The educator is aware of the organization's and school's initiatives and participates in them in accordance with his or her talents and availability.

Methods and Sources of Evidence

- Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and Board Rules, etc.)
- Maintains accurate records (e.g., attendance records, grade book, IEPs, ELL Plans, RtI Plans, Daily Lesson Plans)
- School's vision, mission, emergency exit plans are posted in classroom and reviewed with students
- Maintains good work attendance, reports to school on time, complies with other professional job responsibilities (e.g., attends faculty meetings, grade level meetings, attends common planning, assists with morning or afterschool post, cafeteria duty and any other job related responsibility as assigned by administration.

Formative Evaluation Rating Scale by Standard: Teacher

Performance Indicators	Total Max Points Possible	Point Value	Rating
Standard 1: Instructional Design and Lesson Planning Standard 3: Instructional Delivery and Facilities	20	20	Highly Effective
		15.00	Effective
		10.00	Needs Improvement
		5.00	Unsatisfactory
Standard 2: The Learning Environment	15	15.00	Highly Effective
		11.25	Effective
		7.50	Needs Improvement
		3.75	Unsatisfactory
Standard 4: Assessment Standard 6: Professional Responsibility and Ethical Conduct	10	10.00	Highly Effective
		7.50	Effective
		5.00	Needs Improvement
		2.50	Unsatisfactory
Standard 5: Continuous Professional Improvement	25	25	Highly Effective
		18.75	Effective
		12.50	Needs Improvement
		6.25	Unsatisfactory

**Developing/Needs Improvement can only be assigned to professionals in their first three (3) years of teaching.*

Florida Educator Instructional Support Personnel Rubric Professional Practice Standards & Methods and Sources of Evidence

Rating Scale	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Rating Scale	The Professional consistently performs below the established standard or in a manner that is inconsistent with the state's and the charter organization's mission and goals.	The professional needs assistance/support to meet the standard in an effective manner that is consistent with the state's and the charter organization's mission and goals.	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state's and the charter organization's mission and goals.	The professional performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the charter organization's mission and goals.

Sources of Evidence:

Artifacts Coaching logs Communication logs Conferences/Meeting Logs Data Binders
 IEP/ LEP Plans Intervention Plans/RtI Meeting logs Professional Growth Plan PD Evidence
 Training/Staff Development Documentation Student Progression Plans Observation Other: _____

Quality of Instruction

1. Instructional Support and Program Management

The effective instructional support professional consistently plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners:

- KEY INDICATORS**
- a. Demonstrates current knowledge of field and subject matter when aligning instructional support with state-adopted standards at the appropriate level or rigor.
 - b. Understands the principals of adult learning and developmental stages of learners to assist teachers in the development of lesson plans and delivery of instruction that applies the scope and sequence to the curriculum and needs of students.
 - c. Plans, organizes, and manages programs and/or services to meet teacher needs, build instructional capacity and increase student achievement.
 - d. Selects appropriate formative and summative assessments to drive instruction and monitor learning.
 - e. Uses cumulative records, diagnostic data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs.
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills, levels of rigor and competencies.

Methods and Sources of Evidence

- Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures
- Demonstrates current knowledge of the field/subject matter
- Demonstrates effective scheduling and time management skills
- Designs instructional programs that; monitors, evaluates, modifies, and manages programs and/or services that impact instructional capacity and student achievement.
- Organizes and maintains appropriate service logs and/or program plans
- Identifies learner performance, student program needs and manages available resources (including state reading requirements, as applicable)
- Orients, trains, and supervises library/media center personnel and/or students
- Organizes and maintains service logs and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required
- Demonstrates knowledge of School Improvement Plan and support the implementation and attainment of school-wide improvement goals.

2. The Learning Environment

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

KEY INDICATORS

- a. Organizes, allocates, and manages the resources of time, space, and attention to support teachers and administrators with school-wide improvement initiatives.
- b. Provides services in a safe and positive learning environment.
- c. Collaborates with teachers, students and parents to promote school-wide literacy.
- d. Respects school personnel and students' individual differences by understanding cultural, linguistic, family backgrounds and learning styles.
- e. Demonstrates clear, acceptable oral and written communication skills when communicating with school administrators, sponsoring district, teachers, parents and other community stakeholders.
- f. Maintains a climate of openness, inquiry, fairness and support.
- g. Integrates current information and communication technologies to present and disseminate information to all stakeholders.
- h. Identifies and adapts the learning environment to accommodate the differing needs and diversity of teachers and students.
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Methods and Sources of Evidence

- Uses district, school, family, and community resources to help meet learner and/or program needs
- Demonstrates an understanding of developmental stages of learners
- Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans
- Demonstrates the understanding of the principles of adult learning
- Presents concepts at different levels of complexity for learners and families of varying backgrounds and developmental stages
- Uses knowledge of learners to select and acquires appropriate resources to reflect the needs of the learning community

3. Instructional Delivery and Facilitation.

The effective instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

KEY INDICATORS

- a. Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions.
- b. Presents teachers with information and services using a variety of content area literacy strategies to meet learner needs and diversity, thus deepening and enriching students' knowledge and understanding content area.
- c. Assist teachers in the identification of gaps in students' subject matter knowledge.
- d. Supports rigorous reading requirements for English/Language Arts school programs.
- e. Develops learning experiences that relate and integrate the subject matter with other disciplines and life experiences.
- f. Reviews school level compliance with IDEA, sponsoring district procedures, curriculum requirements, and Special Policy and Procedures Documents (SPP).
- g. Applies a variety of instructional strategies and resources, including appropriate technology, to provide comprehensible support for teaching and learning.
- h. Support the differentiation of instruction based on an assessment of student learning needs and recognition of individual differences in students.
- i. Supports, encourages, and provides immediate and specific feedback to teachers in an effort to build instructional capacity and promote student achievement.
- j. Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners.

Methods and Sources of Evidence

- Selects, develops, organizes, implements, or supports curriculum for specific learner and/or program needs
- Uses technology to deliver services/programs [(Florida Statute §1012.34(3)(a)4)]
- Supports rigorous reading requirements that support the Florida State Standards for English/Language Arts and State adopted research based programs
- Consults with stakeholders to design, implement, or support services for specific learner or program needs
- Seeks, selects, and uses resources that are compatible with learner/program needs and ensures equitable access for all learners
- Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning
- Remains current in subject/content/field/technology and professional practices
- Interacts with colleagues in a positive manner to promote and support learning

4. Assessment

The instructional support professional gathers, analyzes, and uses data (including state assessment data, school and class data) to measure and guide learner or program progress, and to provide timely feedback.

KEY INDICATORS

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
- Uses a variety of assessment tools to monitor student progress, design instruction that meets student needs and document student achievement.
- Modifies assessments and testing conditions to accommodate students with special needs, learning styles and varying levels of knowledge.
- Shares the importance and outcomes of student assessment data with administrators, teachers, students, parent/caregiver(s) and other stakeholders.

Methods and Sources of Evidence

- Uses data to assess learner and/or program needs and outcomes
- Uses data to monitor learner and/or program progress
- Provides accurate feedback for learners, staff, and other stakeholders
- Uses data to determine learner needs and support instructional programs
- Periodically assesses, formally and informally, and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement

The effective instructional support professional consistently:

KEY INDICATORS

- Designs and facilitates purposeful professional development to strengthen the effectiveness of instruction based on teacher and students' needs.
- Examines and uses data-informed research to improve instruction and student achievement.
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust support and continuously improve the effectiveness of teaching and learning.
- Develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.
- Engages in targeted professional growth opportunities and reflective practices that contributes to the professional growth of others, and/or assumes a leadership role within the learning community.
- Remains current in subject/content/field/technology and professional practices.

Methods and Sources of Evidence

- Demonstrates professional growth through participation in meaningful and continuous professional development, keep up-to-date with current research, strategies, curriculum, mandates/laws, and best practices.
- Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- Mentors, trains, or supports other staff
- Supports, promotes, and communicates the mission, vision, and goals of the school and charter organization
- Collaborates with the home, school and larger community to foster communication and support student learning goals and continuous school improvement
- The instructional support member charts his/her progress on the professional growth and development plan using established action plans, milestones, and timelines.
- Sets purposeful professional goals to increase pedagogy, build instructional capacity and increase student achievement.

6. Professional Responsibility and Ethical Conduct.

The effective instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

KEY INDICATORS

- a. Understanding that educators are held to a high moral standard in a community.
- b. Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.
- c. Fulfills the expected professional obligations to the public and the education profession by, interacting with participants, parents, and the community in a positive manner to foster learning and promote positive home/school relationships.
- d. Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.
- e. Collects required data and maintains timely and accurate records (e.g., coaching logs, student and school data reports, property inventory, IEP's, ESOL Plan etc.).
- f. Consistently and fairly adherence to job responsibilities and procedures.

Methods and Sources of Evidence

- Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and Board Rules, etc.)
- Delivers services consistent with national and state association ethical principles and professional standards of practice
- Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- Follows federal, state, and local laws, rules, regulations, guidelines, and policies
- Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- Maintains accurate records (e.g., Coaching Logs, Instructional Support Logs, PD sign-in sheets, meeting minutes and sign-in sheets, common planning records, Binders: Data, SIP, Instructional Resources, IEP's, ESOL Plans)
- Adheres to job responsibilities (e.g.; reports to work daily, punctual to work, submits reports on time, attends required faculty meetings, attend professional development as required by sponsoring district and school initiatives, fulfills all additional job responsibilities as identified by administration).

Formative Evaluation Rating Scale by Standard: Instructional Support Personnel

Performance Indicators	Total Max Points Possible	Point Value	Rating
Standard 1: Instructional Design and Lesson Planning Standard 3: Instructional Delivery and Facilities	20	20	Highly Effective
		15.00	Effective
		10.00	Needs Improvement
		5.00	Unsatisfactory
Standard 2: The Learning Environment	15	15.00	Highly Effective
		11.25	Effective
		7.50	Needs Improvement
		3.75	Unsatisfactory
Standard 4: Assessment Standard 6: Professional Responsibility and Ethical Conduct	10	10.00	Highly Effective
		7.50	Effective
		5.00	Needs Improvement
		2.50	Unsatisfactory
Standard 5: Continuous Professional Improvement	25	25	Highly Effective
		18.75	Effective
		12.50	Needs Improvement
		6.25	Unsatisfactory

Student Services Personnel Evaluation Model (SSPEM) Rubric

Domain A: Data Based Decision Making and Evaluation of Practices			
Highly Effective (10)	Effective (7.50)	Needs Improvement (5)	Unsatisfactory (2.50)
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Uses and/or facilitates collecting state, school or class data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
Analyzes, integrates, and interprets data from multiple sources at the school or classroom level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
Uses school or class data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction, intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective use data independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
5. Demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding, administering, collecting and using data.			
Consistently, analyzes, and uses data to monitor learner programs and outcomes to benefit learner/program outcomes and support use of data to drive instruction.	Gathers, analyzes, and uses state assessments to measure and guide learner or program progress, and to provide timely feedback.	Often is ineffective in using data to measure and guide learner progress and to provide timely feedback.	Consistently fails to use data to measure and guide progress and to provide timely feedback.
6. Organizes and maintains service logs and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required.			
Demonstrates expertise in monitoring current data to benefit learner/program outcomes, adjust services and improve the effectiveness of program.	Organizes, maintains, and manages required data collection for compliance, monitor services, and evaluates learner progress.	Ineffective in organizing, maintaining, and collecting required documentation for services provided.	Fails to organize, maintain and monitor student and program services.

Domain B: Instruction/Intervention Planning and Design			
Highly Effective (20)	Effective (15)	Needs Improvement (10)	Unsatisfactory (5)
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains of mentors others in collecting and using multiple sources of data including classroom, district and state assessments to plan instructions that are aligned with school improvement priorities and mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be independent.	Instructional and interventions are not aligned or are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed; plans do not reflect goals or systems coordination and support to obtain goals.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
Develops systems-level strategies (e.g., validate participation, decision making, communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.
6. Uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.			
Consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	Uses knowledge of subject to implement services for learners and the learning community consistent with established standards and guidelines.	Often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	Consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective (25)	Effective (18.75)	Needs Improvement (12.50)	Unsatisfactory (6.25)
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.			
Facilitates the development of MTSS Facilitates at the school level by planning and Implementing interventions that address systematic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school and/or sponsoring district level to plan, implement, and evaluate academic and social emotional/ behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/ skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school and/or sponsoring district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective/or ineffectively demonstrates the practice/skill required.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals
5. Promotes student outcomes related to career and college readiness.			
Develops/plans district-level or school-level policies/ interventions/ supports that address student post-secondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/ relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Domain D: Learning Environment

Highly Effective (15)	Effective (11.25)	Needs Improvement (7.50)	Unsatisfactory (3.75)
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
Interacts with school, sponsoring district, parents, and community partners to sustain and promote effective system-wide programs/ services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement school-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement; ineffectively demonstrates the practice/skill required.
3. Collaborates with school personnel to promote safe learning environments by assisting in the development and implementation of behavior management systems.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
6. Collaborates with teachers, students and parents to promote a culture of reading and school-wide literacy.			
Consistently uses sponsoring district, school, family, and community resources to help meet learner and/or literacy program needs.	Identifies and addresses the needs of the target learning community by supporting the school wide literacy program needs.	Often ineffective in demonstrating knowledge and understanding of the literacy program needs of the target and the targeted learning community.	Lacks awareness of the literacy program needs, the target learning community or fails consistently make accommodations to meet those needs.

Domain E: Program Management

Highly Effective (20)	Effective (15)	Needs Improvement (10)	Unsatisfactory (5)
1. Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Often does not display professional judgment and lacks consistence in adhering to professional standards, ethics and practices	Fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
2. The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.			
The professional consistently monitors, evaluates, modifies, and/or designs program services that impact learners.	The professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.	The professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
3. Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning.			
Develops, organizes, and implements the curriculum around the personal/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness).	Successfully organizes and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning).	Demonstrates inconsistency in the implementation of a personal/social curriculum to address the needs of all students.	Fails to plan and/or implement a well-balanced curriculum that incorporates person/social, career, and academic goals.
4. Collaborates with school leadership team to address learners' social/emotional, behavioral, academic, and health concerns.			
The professional consults and takes on leaderships roles in the development of programs and interventions in response to students, academic, behavioral and social emotional needs of students.	The professional collaborates effectively with the leadership team, staff, parents and other members of the learning community and advocates for students' academic, behavior and emotional well-being.	Ineffective in consulting with administration, staff, learners and families to determine counseling and career guidance services and programs needed for learner achievement.	Consistently fails to collaborate with leadership team and implement or improperly implements services to the targeted learning community.
5. Communicates effectively with learners, their parents or families, staff, and other members of the learning community to support and promote the mission, vision, and goals of program.			
Uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.	Communicates effectively with learners, their parents or families, staff, and other members of the learning community and informs of the program progress.	Often communicates ineffectively with students, staff, and/or other members of the learning community.	Consistently fails to communicate effectively with students, staff, and/or other members of the learning community.
6. Remains current in subject/content/field/technology and professional practices.			
Uses knowledge of subject/content/field/ technology to implement services for learners and the learning community consistent with established standards and guidelines.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Often does not display professional judgment or only occasionally participates in professional growth of self or others.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.

Domain F: Professional Learning, Responsibility, and Ethical Practice

Highly Effective (10)	Effective (7.50)	Needs Improvement (5)	Unsatisfactory (2.50)
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable record-keeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.
6. Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.			
Demonstrates a high level of professionalism, contributes to the professional growth of others, and assumes a leadership role within the learning community.	Demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	Often does not display professional judgment or only occasionally participates in professional growth of self, others and the school.	Fails to adhere to vision and mission of school, lacks participation unless required, and fails to contribute the school improvement initiatives.

**Student Services Personnel Evaluation Professional Practice
Methods and Sources of Evidence**

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Rating Scale	The student service professional does not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.	The student service professional shows an understanding of what is required for success, but requires support and direction to become effective. Emerging personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging personnel toward more effective performance.	The student service professional’s performance has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective student services professional demonstrates a willingness to learn and apply new skills.	The student service professional’s performance is well above the Effective and results from consistent engagement with “professional practice.” The highly effective student services professional frequently serves as a role model to others.

Sources of Evidence:			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Counseling logs	<input type="checkbox"/> Conferences/Meeting Logs	<input type="checkbox"/> Professional Growth Plan
<input type="checkbox"/> IEP/ LEP Plans	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Student Discipline Referrals	<input type="checkbox"/> Student Intervention/RtI Plans
<input type="checkbox"/> Stakeholder Feedback	<input type="checkbox"/> Observation	<input type="checkbox"/> Other: _____	

Domain A: Data-Based Decision Making and Evaluation of Practices

Methods and Sources of Evidence

Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)

- Problem-Solving/Intervention Plan
- Academic Intervention Record
- Behavior Intervention Plan
- Progress-Monitoring Plan
- Section 504 Plan

Reports with data analysis and interpretation (e.g., psychoeducational; psychological; psychosocial; counselors records, school health report) Data platforms/electronic documentation systems (e.g., Data Warehouse, Pinnacle, Global Scholar, Performance Matters, AIMSWEB, mCLASS, EASY CBM, EASY IEP) Critical Components Checklist Counseling Plan and logs Needs Assessments

Domain B: Instruction/Intervention Planning and Design

Methods and Sources of Evidence

Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)

- Critical Components Checklist
- Functional Assessment of Behavioral (FAB)
- Individual Educational Plan (IEP)
- Section 504 Plan
- Emergency Action Plan
- Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)

Electronic documentation systems (school-entry health exam, immunization certification, health records, emergency information, electronic data panels that verify collaboration and consultation) In-service trainings/presentations (handouts, agenda, PowerPoint) Learning community discussions/presentations (agenda) School/District Improvement Plans – documentation of participation

Domain C: Instruction/Intervention Delivery and Facilitation

Methods and Sources of Evidence

- Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., Rtl data, progress-monitoring data)
- Monitoring intervention implementation (dosage and fidelity)
- Electronic documentation systems (electronic data panels that track and verify services)
- Case Management/Consultation summary
- Parent conference notes/logs
- Newsletters, emails, webpage, and other communication methods
- Critical Components Checklist
- Benchmark of Quality (BoQ); Benchmarks for Advanced Tiers (BAT)
- In-service trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)
- Pre-post surveys
- School/District Improvement – documentation of participation
- Customer satisfaction surveys
- Family participation and engagement

Domain D: Learning Environment

Methods and Sources of Evidence

- Threat Assessment
- Crisis Intervention Participation/Facilitation
- School Climate Surveys
- In-service trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues
- School-based programs – development and implementation (PBS initiatives, Bully Prevention Curriculum, Peer Mediation)
- Health education, medication administration, first aid, blood borne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings
- Disproportionality – risk index and ratios

Domain E: Program Management

Methods and Sources of Evidence

- Professional Growth Plan
- Documentation of in-service Professional conferences, and workshops
- Conference/Workshop follow-up activities Implementation
- Professional Learning Community (PLC's) Participation/Facilitation
- Membership in professional organization
- Documentation of supervision/mentoring activities Demonstration of time management (e.g., logs, calendars)
- Maintains accurate records (e.g., attendance records, IEP, LEP Plans and other mandated forms)

Domain F: Professional Learning, Responsibility and Ethical Practice

Methods and Sources of Evidence

- Professional Growth Plan
- Documentation of in-service Professional conferences, and workshops
- Conference/Workshop follow-up activities Implementation
- Professional Learning Community (PLC's) Participation/Facilitation
- Membership in professional organization
- Documentation of supervision/mentoring activities Demonstration of time management (e.g., logs, calendars)
- Maintains accurate records (e.g., attendance records, IEP, LEP Plans and other mandated forms)
- Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process



FCSA School-Based Administrator Evaluation System

FCSA Administrative Evaluation System and Florida Statute Evaluation System Overview

The new, Florida Charter school Alliance Evaluation System has been developed for Florida's Public Charter Schools Governing Boards to have a comprehensive School-site Administrators Evaluation tool in its efforts to provide a top quality education to every student in Florida charter schools.

Florida Statutes Section 1012.34 (1) (a) states that the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public charter schools in Florida shall establish procedures for evaluating the performance, duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the public charter schools servicing public school students.

To accomplish the purpose defined in law, an evaluation system for school administrators must:

- Be focused on school leadership actions that impact student learning; and
- Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system developed by the FCSA is:

- Based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080). This evaluation system is designed to support school leaders through three processes:
- Self-reflection by the administrator on current proficiencies and growth needs (What are the strategic school reform needs? What SIP goal can I help improve? What can I do better as a leader?)
- 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). The processes and forms outlined in this manual are focused on Florida School Leadership Practice components of the evaluation.

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be used to measure the proficiency in fulfillment of an administrator's professional duties and responsibilities. This allows the charter school organization to support state initiatives focused on student growth and ensure they are supported by the school administrator's with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity, implement organizational initiatives and increase student achievement.

Components of the FCSA School-site Administrator Evaluation System

The Evaluation System is comprised of two components:

1. Student Growth Measures
2. Leadership Practice & Deliberate Practice

Component 1: Student Growth Measure

The student growth measure component of the School-site Administrator Evaluation System is the School-wide value-added score determined by the Florida Department of Education. Florida's Value Added Model (VAM) was adopted by the Commissioner of Education on recommendation of the Student Growth Implementation Committee in July 2011. Florida's VAM includes data from the present year.

Component #2: Leadership Practice & Deliberate Practice

The leadership practice component of the School-site Administrator Evaluation System is the state model, Florida School Leader Assessment (FSLA). The FLSA is based on the Florida Principal Leadership Standards. The FLSA consists of four domains, ten proficiency areas, and 45 indicators. The deliberate practice component Administrative Evaluation System provides school site administrators with a tool to plan, document, and reflect upon professional targets. A minimum of three Deliberate Practice Professional Growth Targets must be established annually. These three professional growth activities targets must align and support:

1. The schools strategic school-reform initiative need and related to student learning.
2. Growth target that supports their schools improvement plan.
3. An individual professional growth target.

Scoring of the FCSA School-site Administrator Evaluation System

In order to arrive at a final unified summative evaluation rating, the three components of the FCSA School-site Administrator Evaluation System are weighted as follows:

School –Based Administrator Evaluation	
Component	Weight
Student Growth Measure	50%
Florida School Leader Assessment Proficiency Score (FPLS)/Deliberate Practice	50%

* 80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score. 20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score. These scores together make up **50%** of the final Evaluation rating.

Steps for Implementation of the School-Site Administrator Evaluation System

1. **Planning Phase Meeting**
2. **Development of Professional Growth Plan**
 - Professional Growth Plan Review meeting with the assessor and administrator
3. **Mid-Year Evaluation**
 - Mid-Year Progress Review meeting with the assessor and administrator
4. **School-Site Administrator Summative Evaluation**
 - Evaluation Review and Discussion with the assessor and administrator

Florida School-Site Administrator Evaluation Rubric Leadership Standards & Methods and Sources of Evidence

Rating Scale	Unsatisfactory	Needs Improvement	Effective	Highly Effective
	The Administrator's actions or impact of leader's actions relevant to this standard are minimal or are not occurring, or are having an adverse impact.	The Administrator's actions or impact of leader's actions relevant to this standard are evident but are inconsistent or of insufficient scope or proficiency.	The Administrator's actions or impact of leader's actions relevant to this standard are sufficient and appropriate reflections of quality work with only normal variations.	The Administrator's actions or impact of leader's actions relevant to this standard exceed effective levels and constitute models of proficiency for other leaders.

Sources of Evidence: <input type="checkbox"/> Compliance Binder <input type="checkbox"/> Communication logs <input type="checkbox"/> Conferences/Meeting Logs <input type="checkbox"/> Classroom Walk-through Logs <input type="checkbox"/> Data Binders <input type="checkbox"/> SIP Plan <input type="checkbox"/> Intervention Plans/RtI <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> PD Evidence <input type="checkbox"/> Training/Staff Development Documentation <input type="checkbox"/> Teacher Certification Binder <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____

Domain I: Student Achievement

Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.
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1.a.	The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.
1.b.	Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Methods and Sources of Evidence
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| <ul style="list-style-type: none"> • School administrator maintains data files and analyses on a wide range of student performance assessments are in routinely use by the administrator to drive school wide instruction. • The administrator shares analyses of trends and patterns in student performance over time and are evidenced in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards. • Collaborative work systems' (e.g., data chats, data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty 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. |
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Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

2.a.	Enables faculty and staff to work as a system focused on student learning.
2.b.	Maintains a school climate that supports student engagement in learning.
2.c.	Generates high expectations for learning growth by all students.
2.d.	Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Methods and Sources of Evidence

- Administrative meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues.
- School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.
- Professional learning actions by faculty address performance gaps among student subgroups within the school.
- The administrator supports through personal action, professional learning by self and faculty, exploration of improvement models, team learning, shared vision, and best practices focused on improving student learning.
- There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.
- The administrator encourages a culture of high expectations, sets high and demanding academic expectations.
- Agendas, memoranda, etc. reflect the administrator's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.

Domain II: Instructional Leadership**Standard 3: Instructional Plan Implementation.**

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

3.a.	Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.
3.b.	Engages in data analysis for instructional planning and improvement.
3.c.	Communicates the relationships among academic standards, effective instruction, and student performance.
3.d.	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.
3.e.	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Methods and Sources of Evidence

- Florida State Standards shared by multiple courses are identified and teachers with shared standards are organized into collegial teams to coordinate instruction on those shared standards in an effort to deep teach standards cross-curricular and address school wide areas of deficiencies.
- Sets up an Instructional Leadership Team, whose priority is the learning processes, student learning, performance gaps among student subgroups, school improvement goals, student growth, and faculty development.
- Implementation of quality control monitoring to ensure that instruction is aligned with the standards, fidelity implementation of core curriculum and is consistently delivered in a rigorous and culturally-relevant manner for all students.
- School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.
- Monitors Lesson plans for alignment of standards, use of data to drive instruction, and use of instructional framework as evidenced by classroom-walkthroughs.
- Administrator's meeting agendas, faculty meetings, department meetings, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

4.a.	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.
4.b.	Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction
4.c.	Employs a faculty with the instructional proficiencies needed for the school population served.
4.d.	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
4.e.	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.
4.f.	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Methods and Sources of Evidence

- The school administrator monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
- The school administrator manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
- The administrator supports through instructional leadership, professional learning by self and faculty, conducting action research, lesson studies, book studies, team learning, shared vision, and implementation of researched based best practices focused on improving student learning.
- Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective instructional capacity to create improved outcomes for all students.
- Evidence of professional learning opportunities (PD, Lesson Studies, Book Studies, PLC, webinars, common planning).
- Faculty meetings focus on professional learning related to the schools instructional priorities.
- The administrator examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.
- Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.
- Delegation and trust are evident in personnel evaluations.
- Delegation and trust are evident in the school improvement plan as a variety of school staff is identified as being directly responsible for various components of the planning effort.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

5.a.	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.
5.b.	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
5.c.	Promotes school and classroom practices that validate and value similarities and differences among students.
5.d.	Provides recurring monitoring and feedback on the quality of the learning environment
5.e.	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
5.f.	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Methods and Sources of Evidence

- The administrator organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed.
- Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement and learning.
- Classroom Walkthroughs provide recurring evidence of trends of high student engagement in lessons.
- The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented.
- Establishes and maintains a safe, orderly and respectful school climate of collaboration, distributed leadership, continuous improvement and high expectations of all students, faculty and staff.
- Evidence of the creation and maintenance of a learning environment conducive to successful teaching and learning (e.g. safe schools programs "antibullying," Positive Behavioral System (PBS) are implemented.

Domain III: Organizational Leadership**Standard 6: Decision Making.**

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

6.a.	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
6.b.	Uses critical thinking and problem solving techniques to define problems and identify solutions.
6.c.	Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.
6.d.	Empowers others and distributes leadership when appropriate.
6.e.	Uses effective technology integration to enhance decision making and efficiency throughout the school.

Methods and Sources of Evidence

- The administrator creates systems and approaches to monitor the level of academic expectations.
- The administrator benchmarks expectations to the performance of the state, district, and high performing schools.
- The administrator incorporates Governing Board, Parents, teachers, community members and other stakeholder groups into the establishment and support of high academic expectations and school-wide initiatives.
- The administrator systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.
- Staff evaluations and professional development documents emphasize student learning faculty proficiency growth.
- Meeting schedules/ agendas reflect recurring attention to student learning and faculty proficiency issues.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

7.a.	Identifies and cultivates potential and emerging leaders.
7.b.	Provides evidence of delegation and trust in subordinate leaders.
7.c.	Plans for succession management in key positions.
7.d.	Promotes teacher-leadership functions focused on instructional proficiency and student learning.
7.e.	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Methods and Sources of Evidence

- Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.
- The administrator creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.
- The administrator incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.
- Evidence of shared decision-making and distributed leadership is present in administrator’s memorandums, e-mails, and other communications to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed.
- Minutes, agendas, and other records of meetings held by subordinate leaders reflect their involvement in significant decision-making.
- The administrator has a system for identifying and mentoring potential leaders.
- The administrator has specifically identified at least one- two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

8.a.	Organizes time, tasks and projects effectively with clear objectives and coherent plans.
8.b.	Establishes appropriate deadlines for him/herself and the entire organization.
8.c.	Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.
8.d.	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Methods and Sources of Evidence

- The school administrator manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
- The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
- School’s financial documents reflect expenditures supporting resources aligned to school improvement, student achievement and professional development.
- Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders, the administrator has develop sustainable and supportive relationships with key stakeholder groups in support of school needs, initiatives and school improvement.
- Examples of timely completion of learning-environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance.
- Examples of multiple projects and timelines managed by the administrator by strategically delegating time, resources, and responsibilities.
- School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

9.a.	Actively listens to and learns from students, staff, parents, and community stakeholders.
9.b.	Recognizes individuals for effective performance.
9.c.	Communicates student expectations and performance information to students, parents, and community.
9.d.	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.
9.e.	Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
9.f.	Utilizes appropriate technologies for communication and collaboration.
9.g.	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions

Methods and Sources of Evidence

- The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills.
- Communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
- Utilizes school website, social media, collaboration sites, emails, newsletters or reports to stakeholders informing them of events, school needs, updates and/or general dissemination of information.
- Documents are provided to faculty and staff that indicate clear expectations and protocols (i.e., protocols for daily reporting, requesting time off, protocols for accessing school resources).
- A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.
- Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).
- Administrator makes presentations at PTSA, Round Table, Parents as Partners or community organizations meetings to address school issues, pertinent educational issues and engaging them in school improvement efforts.
- Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

10.a.	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
10.b.	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.
10.c.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.
10.d.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.
10.e.	Demonstrates willingness to admit error and learn from it.
10.f.	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Methods and Sources of Evidence

- The leader engages in professional learning that is directly linked to organizational needs, student achievement and professional growth.
- The leader is an active participant in professional learning provided for faculty.
- The administrator acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from lessons learned that reflect changes in leadership practices.
- The administrator’s documents reveal recurring involvement in aligning time, facility use, human resources and financial alignment of spending with priority school needs.
- Use of staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs and follow proper handling of funds.
- The administrator accepts and implements leadership and policy with fidelity and organizational, sponsoring district and state initiatives are represented by the administrator in a thorough way citing student data, research based practices, and performance goals relevant to these initiatives.
- The leader admits failures quickly, honestly, and openly with direct supervisor and/or colleagues, and uses failures to improve the quality of decision-making.
- Non-defensive attitude exists in accepting feedback and discussing errors and failures and is able to bounce back quickly from adversity remaining focused on the vision of the organization.
- School safety and behavioral expectations promoted by the leader for the benefit of students.
- The administrator demonstrates the importance of maintaining the respect and confidence of his or her Governing Board, colleagues, of students, of parents, and of other members of the community.
- Evidence the administrator abides by the policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.
- Teacher, student, parent anecdotal evidence reflecting respect for the principal’s ethics and conduct.

Annual Procedures for Implementation of the School-Site Administrator Evaluation System

Planning and Establishment of Deliberate Practice Professional Growth Targets

The administrator will complete his/her Deliberate Practice Growth Targets. This process will include one or more discussion meetings between the administrator and his/her Governing Board and/or designated assessor. The administrator will:

- Identify performance improvement priorities. These may be student achievement priorities or performance management priorities. Data reviewed may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- Together the administrator and the assessor will analyze the administrators targeted growth goals, school improvement priorities and translate these into what their staff needs to know and be able to do.

Establish a minimum of three Deliberate Practice Growth Targets focused on:

1. Addressing a strategic school reform need related to student learning chosen by the Governing Board or approved by the leader's evaluator.
2. Target focused on the School Improvement Plan to address areas for development and improvement.
3. Target focused on Instructional Leadership growth and targeted area for continued development as selected by the leader.

The assessor and the administrator will review the Organizations Strategic Plan and the School Improvement Plan to provide focus areas for target development. In addition the assessor/assesse will review previous school performance data to provide focus for target development and determine performance baselines against which progress will be measured. In addition, the assessor will identify and review Domains, Proficiency Areas and pertinent Indicators from the evaluation system that are prominent areas to be strengthened. Lastly, assessor and assesse will discuss the relationship of the evaluation indicators to the School Improvement Plan (SIP) and organization supported initiatives.

PROFESSIONAL GROWTH PLAN REVIEW

Planning Phase Meeting Date: _____

Administrator and Assesse Review and Agree on the following:

- Student Performance Targets
- Principal Leadership Standards Evaluation
- Professional Growth Plan

Administrator Signature

Assessor Signature

Mid-Year Administrator Evaluation

Ongoing Monitoring, Data Collection, and Application:

Continuous evidence that provides insights on the administrator's proficiency on the FPLS standards and indicators is gathered throughout the evaluation cycle by those with input into the administrator's evaluation.

- The administrator shares with evaluator evidence on attainment of targeted growth goals.
- The evaluator acquires data and evidence on the administrator's engagement or impact of the administrator's engagement during the school year. Such data and evidence may come from site visits from formal or informal observations, or from evidence, artifacts or input provided by others. The acquired information is analyzed using the demographics of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, should be provided to the administrator immediately. Feedback may be provided during a face to face meeting where a copy of the FCSA Mid-Year Administrator Assessment form and/or school walk-through forms are provided for continued professional improvement.
- Participation in collegial groups, mentors, communities of practice, professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

**These monitoring actions occurs before and continues after the Mid-Year Progress Check*

Mid-year Progress Review between leader and evaluator: The Mid-Year Assessment requires a status indicator of "S" If satisfactory progress is being made or a "U" If unsatisfactory progress is being made.

At the Mid-Year Progress Review the following items are reviewed and discussed:

- Priority items identified in the Initial Meeting;
- Data and evidence related to the FSLA proficiency areas and a review of all performance indicators;
- Status and progress on the established Deliberate Practice Growth Targets;
- Accomplishments and achievements;
- Essential priority needs;
- Any areas/issues of concern; and
- Evidence logs as requested by the evaluator to support an appropriate progress rating.

At the mid-year review or at any time during the assessment and evaluation period when performance is determined to be below expected standards, a Progress Review is conducted. When there is insufficient evidence related to an indicator and a determination has been made that limited or no improvement has been achieved, it is recommended to place the administrator on an Improvement Plan to assist administrator in areas of deficiency and attainment of standards and targeted growth goals. If the evaluator determines that a rating of (U) is appropriate, the administrator is advised that he/she is responsible for taking corrective action to improve performance on the identified performance indicators.

- The leader is advised that a determination of Unsatisfactory (U) on any performance indicator(s) in the Mid-Year Progress Review may result in a rating of Needs Improvement (NI) or Unsatisfactory (U) in the End-of-Year Summative Assessment.
- If the available evidence indicates that the administrator will be receiving an Unsatisfactory (U) rating on any performance indicator, a Performance Improvement Plan (IP) may be developed.

MID-YEAR EVALUATION STATUS CHECK

- Administrator is on Target to Meet the Standards of an Effective Leader
- Administrator Requires Assistance and Resources to Meet the Standards of an Effective Leader
- Administrator Not Meeting Standards and Requires the Implementation of Intervention Plan



Administrator's Name: _____ Employee Number: _____

School Name/Number: _____ District: _____ School Year: _____

Directions for Evaluator: The assessor will evaluate the status of the administrator’s Mid-Year progress toward the attainment of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080. The Mid-Year Assessment requires a status indicator of “S” If satisfactory progress is being made or a “U” If unsatisfactory progress is being made. Unsatisfactory progress indicators must be accompanied by a comment and the development of an improvement plan.

Mid-Year Assessment Status	S /U
Standard 1: Student Learning Results. The school leader achieves results on the school's student learning goals.	
Standard 2: Student Learning as a Priority. The school leader demonstrates that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
Standard 3: Instructional Plan Implementation. The school leader works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.	
Standard 4: Faculty Development. The school leader recruits, retains and develops an effective and diverse faculty and staff.	
Standard 5: Learning Environment. The school leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population.	
Standard 6: Decision Making. The school leader employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
<i>If performance is unsatisfactory complete this section.</i>	
Deficient in the Following Performance Standards 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>	
Assessor Actions: <input type="checkbox"/> Counseling Record <input type="checkbox"/> Written Warning <input type="checkbox"/> Improvement Plan	
Area(s) of Improvement: _____	
Improvement Recommendations: _____ _____	

Scoring Guide for FCSA Administrator Evaluation System

This section provides information on the scoring of each component of the Evaluation System, the computation of a final score, and determination of the Annual Performance Level.

The FSLA Scoring Process

Four performance labels are used in the FSLA to summarize feedback on domains, proficiency areas, and indicators. These are the same labels defined in Section 1012.34, F.S. for summative performance levels:

- Highly Effective
- Effective
- Needs Improvement
- Unsatisfactory

Evaluation Rating are listed in the chart below:

Formative Rating Scale	Summative Rating Scale
<p>37.6 – 50 = Highly Effective 26 – 37.5 = Effective 18.76 – 25 = Needs Improvement 12.50 – 18.75 = Unsatisfactory</p>	<p>87.6 – 100 = Highly Effective 75 – 87.5 = Effective 50 – 74.9 = Needs Improvement 25 – 49.9 = Unsatisfactory</p>

Rating FSLA Indicators

Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence and the application of the indicator-specific rubrics to guide the rating decision. When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the standards and indicators. The “Methods and Sources of Evidence” are descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective,” “Effective,” “Needs Improvement,” and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator. The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The examples provided in the Methods and Sources of Leadership Evidence section provides the assessor direction on the range of evidence the assessor can consider when evaluating the administrator.

However, an improvement plan may be used when the evaluator determines that the performance of the administrator does not meet expectations in one or more of the performance criteria’s. The evaluator may discuss the performance issues with the administrator prior to issuing an improvement plan. An improvement plan may be given at any time. The improvement plan should be developed jointly with the administrator and evaluator.

Distinguishing between proficiency ratings:

- **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 indicators, but very few leaders will be rated highly effective as a summative performance level.
- **Effective** - level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS requires 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. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

- **Needs Improvement** - level describes leaders 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 school leaders toward increasingly effective performance.
- **Unsatisfactory** - level describes leaders 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.

Formative Evaluation Rating Scale by Standard

Performance Indicators	Total Max Points	Point Values	Rating
Standard 1: Student Learning Results Standard 2: Student Learning as a Priority Standard 3: Instructional Plan Implementation Standard 8: School Management Standard 9: Communication	5	5.00	Highly Effective
		3.75	Effective
		2.50	Needs Improvement
		1.25	Unsatisfactory
Standard 6: Decision Making	10	10.00	Highly Effective
		7.50	Effective
		5.00	Needs Improvement
		2.50	Unsatisfactory
Standard 4: Faculty Development Standard 7: Leadership Development Standard 10: Professional and Ethical Behaviors	20	20.00	Highly Effective
		15.00	Effective
		10.00	Needs Improvement
		5.00	Unsatisfactory

END OF YEAR SUMMATIVE EVALUATION

	Score	Weight	Weighted Evaluation
Student Performance Score (VAM Score)		50%	
Florida Principal Leadership Standards Evaluation Score		50%	
Overall Performance Evaluation Total			

High Effective
(87.6 – 100)

Effective
(75 – 87.5)

Needs Improvement
(50 – 74.9)

Unsatisfactory
(25 – 49.9)



APPENDICES

(EVALUATION FORMS)

Appendix A

FCSA Teacher Evaluation System



Instructional Performance and Growth Evaluation System
Charter School Annual Observation of Standards –Teacher Form

Teacher's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____
 Area(s) of Certification: _____ Current Assignment: _____
 Contract Status: Probationary Annual Other: _____ Date: _____ Time: _____ to _____

Directions for Evaluator: The assessor will use the form to document the required annual formal evaluation. This tool assesses the performance and status of the teacher's progress toward the attainment of the six *Florida Educator Accomplished Practices (FEAPs)*, F.A.C. 6A-5.080. The formal assessment requires a status indicator of "S" If satisfactory progress is being made or a "U" If unsatisfactory progress is being made, followed by examples to support indicators. All unsatisfactory progress indicators must be accompanied by a comment and the development of an improvement plan

Standards Assessment Status	S /U	Comments
Standard 1: Instructional Design and Lesson Planning The educator meets the individual needs of learners and creates, evaluates, and modifies instructional strategies and lesson plans to address diverse needs of students. FEAPS: 1.a, b, c, d, e, f		
Standard 2: The Learning Environment The educator maintains a student-centered learning environment that is safe, organized, print rich, equitable, flexible, inclusive, collaborative and academically challenging. FEAPS: 2. a, b, c, d, e, f, g, h, i		
Standard 3: Instructional Delivery and Facilities The educator utilizes a deep and comprehensive knowledge of the subject taught and utilizes a variety of instructional strategies to engage learners. FEAPS: 3. a, b, c, d, e, f, g, h, i, j		
Standard 4: Assessment The educator consistently gathers, analyzes, and uses data to drive instruction and uses data to measure the learner's progress and provide timely feedback. FEAPS: 4. a, b, c, d, e, f		
Standard 5: Continuous Professional Improvement The educator engages in continuous professional improvement of self and school. The educator recognizes the need to strengthen his/her teaching through self-reflection and commitment to lifelong learning. FEAPS: 5. a, b, c, d, e, f		
Standard 6: Professional Responsibility and Ethical Conduct The educator understands that educators are held to a high moral standard in a community; the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession. Fulfills the expected obligations to students, parents and school. FEAPS: 6. a, b, c, d, e, f		
<i>If performance is unsatisfactory complete this section.</i>		
Deficient in the Following Performance Standards:	1	2
	3	4
	5	6
Assessor Actions: Counseling Record, Written Warning, Improvement Plan (10 day Implementation) Area(s) of Improvement: _____ _____ Improvement Recommendations: _____ _____ _____		

**Signature acknowledges the occurrence of the post observation meeting and receipt of a copy of the observation form by the professional*

 Teacher Date Administrator Date



Instructional Performance and Growth Evaluation System

Formative Performance Charter School Teacher Evaluation

Teacher's Name: _____ **Employee Number:** _____
School Name/Number: _____ **District:** _____ **School Year:** _____
Area(s) of Certification: _____ **Current Assignment:** _____
Contract Status: Probationary Annual Other: _____ **Date(s) of Observation:** _____
Documentation Reviewed: _____

Directions: *The assessor will use this formative Charter School Teacher Evaluation system after conducting the first observation of the school year. This system is aligned to the six Florida Educator Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When conducting the evaluation, the school administrator should select the appropriate rating to the right, based on evidence collected over the designated period of time. Each standard will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s. 1012.34, F.S., fifty percent (50%) of a teacher's annual performance rating will be based on criteria measured through the teacher evaluation system. The assessor and the teacher should initial each page of this form. The teacher will receive a copy of this form. A comment must be provided for any rating below effective. The signed form will be placed in the teacher's school site personnel file.*

Rating Scale	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Rating Scale	The teacher consistently performs below the established standard or in a manner that is inconsistent with the state's and the charter organization's mission and goals.	The teacher needs assistance/support to meet the standard in an effective manner that is consistent with the state's and the charter organization's mission and goals. (Developing" rating is for teachers in their first three years only.)	The teacher performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state's and the charter organization's mission and goals.	The teacher performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the charter organization's mission and goals.

PERFORMANCE STANDARD I: LEARNER PROGRESS

Place a check in the box, if applicable.
A discussion has been held regarding student performance data.
Comments (Optional)

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES PERFORMANCE STANDARD II: QUALITY OF INSTRUCTION

Standard 1. Instructional Design and Lesson Planning	Rating
Applying concepts from human development and learning theories, the effective educator consistently:	
1.a. Aligns instruction with state-adopted standards at the appropriate level of rigor.	
1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	
1.c. Designs instruction for students to achieve mastery.	
1.d. Selects appropriate formative assessments to monitor learning.	
1.e. Uses diagnostic student data to plan lessons.	
1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Comments:	Total

Teacher Initials: _____
 Assessor Initials: _____



Teacher's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 2. The Learning Environment		Rating
The educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:		
2.a.	Organizes, allocates, and manages the resources of time, space, and attention.	
2.b.	Manages individual and class behaviors through a well-planned management system.	
2.c.	Conveys high expectations to all students.	
2.d.	Respects students' cultural linguistic and family background.	
2.e.	Models clear, acceptable oral and written communication skills.	
2.f.	Maintains a climate of openness, inquiry, fairness and support.	
2.g.	Integrates current information and communication technologies.	
2.h.	Adapts the learning environment to accommodate the differing needs and diversity of students.	
2.i.	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	
Comments:		Total

Standard 3. Instructional Delivery and Facilities		Rating
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:		
3.a.	Delivers purposeful, engaging and challenging lessons.	
3.b.	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	
3.c.	Identify gaps in students' subject matter knowledge.	
3.d.	Modify instruction to respond to preconceptions or misconceptions.	
3.e.	Relate and integrate the subject matter with other disciplines and life experiences	
3.f.	Employ higher-order questioning techniques.	
3.g.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	
3.h.	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	
3.i.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	
3.j.	Utilize student feedback to monitor instructional needs and to adjust instruction.	
Comments:		Total

Teacher Initials: _____
 Assessor Initials: _____

Teacher's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 4. Assessment		Rating
The effective educator consistently;		
4.a.	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
4.b.	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
4.c.	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	
4.d.	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
4.e.	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).	
4.f.	Applies technology to organize and integrate assessment information.	
Comments:		Total

PERFORMANCE STANDARD III: CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS

Standard 5. Continuous Professional Improvement		Rating
The effective educator consistently;		
5.a.	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
5.b.	Examines and uses data-informed research to improve instruction and student achievement.	
5.c.	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
5.d.	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	
5.e.	Engages in targeted professional growth opportunities and reflective practices.	
5.f.	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Comments:		Total

Standard 6. Professional Responsibility and Ethical Conduct		Rating
The effective educator demonstrates behavior that is consistent with legal, ethical and professional standards and engages in continuous professional growth and in compliance with professional job responsibilities.		
6.a.	Understanding that educators are held to a high moral standard in a community.	
6.b.	Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.	
6.c.	Fulfills the expected obligations to students, the public and the education profession.	
6.d.	Educator supports and promotes the shared school and organizational vision and mission to support school improvement.	
6.e.	Collects required data and maintains timely and accurate records (e.g., lesson plans, grades, attendance records, student records, property inventory, etc.).	
6.f.	The educator is aware of the organization's and school's initiatives and participates in them in accordance with his or her talents and availability.	
Comments:		Total

Teacher Initials: _____
 Assessor Initials: _____



Teacher's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Calculations

Performance Indicators	Total Max Points Possible	Total Points Earned	Rating
Standard 1: Instructional Design and Lesson Planning	20		
Standard 2: The Learning Environment	15		
Standard 3: Instructional Delivery and Facilities	20		
Standard 4: Assessment	10		
Standard 5: Continuous Professional Improvement	25		
Standard 6: Professional Responsibility and Ethical Conduct	10		
Total Florida Educator Accomplished Practice (Teacher) Evaluation points earned in each rating category.			

**Once calculated the total percentage points will be combined with the Student Performance Score and will be noted on the last page.*

Overall Executive Summary (100 words or less)

Key Areas of Strength:

Opportunities for Improvement:

Teacher Initials: _____
 Assessor Initials: _____



Teacher's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Signatures of Record

The signatures below indicate that the teacher has had an opportunity to confer with the school-site administrator (assessor) regarding the results of the evaluation. The employee may include a written statement as an addendum. The *End of Year Final Summative Rating* combines the total weight for the Student Performance Score and Florida Accomplished Practice Assessment Score.

RATING SCALE

<p>87.6 - 100 = Highly Effective</p> <p>75 - 87.5 = Effective</p> <p>50 - 74.9 = Needs Improvement</p> <p>25 - 49.9 = Unsatisfactory</p>
--

Teacher's Signature

Date

Assessor's Signature

Date

Addendum by professional attached: Yes _____ No _____

Date

Formative Evaluation Status (Completed by the Site Administrator)

EMPLOYEE'S TOTAL SCORE ON ADMINISTRATOR EVALUATION : _____

EMPLOYEE'S TOTAL RATING ON ADMINISTRATOR EVALUATION : _____

RECOMMENDATION BY SIGHT ADMINISTRATOR :

Provisional recommendation for continued employment pending student performance data
Recommended for continued employment Not recommended for continued employment

PRINCIPAL/SITE ADMINISTRATOR'S SIGNATURE

DATE

END OF YEAR FINAL SUMMATIVE RATING

	Score	Weight	Weighted Score
Educator Performance Standards Evaluation/(FEAPS)			
Student Growth Measure			
Total:			

Highly Effective

Effective

Needs Improvement

Unsatisfactory

Teacher Initials: _____

Assessor Initials: _____

Appendix B

FCSA Instructional Support Personnel Evaluation System



Instructional Performance and Growth Evaluation System
Charter School Annual Observation of Standards –Instructional Support Personnel Form

Professional’s Name: _____ **Employee Number:** _____
School Name/Number: _____ **District:** _____ **School Year:** _____
Area(s) of Certification: _____ **Current Assignment:** _____
Contract Status: Probationary Annual Other: _____ **Date:** _____ **Time:** _____ to _____

Directions for Evaluator: The assessor will use the form to document the required annual formal evaluation. This tool assesses the performance and status of the Instructional Support Personnel’s progress toward the attainment of the six *Florida Educator Accomplished Practices (FEAPs)*, F.A.C. 6A-5.080. The formal assessment requires a status indicator of “S” If satisfactory progress is being made or a “U” If unsatisfactory progress is being made, followed by examples to support indicators. All unsatisfactory progress indicators must be accompanied by a comment and the development of an improvement plan.

Standards Assessment Status	S /U	Comments
Standard 1: Instructional Design and Lesson Planning The instructional support professional plans, organizes, supports, manages programs and/or services to meet teacher needs, build instructional capacity and increase student achievement. FEAPS: 1.a, b, c, d, e, f		
Standard 2: The Learning Environment The instructional support professional maintains a student-centered learning environment that is safe, organized, print rich, equitable, inclusive, collaborative and academically challenging. FEAPS: 2. a, b, c, d, e, f, g, h, i		
Standard 3: Instructional Delivery and Facilities The instructional support professional demonstrates deep content knowledge of the subject matter and utilizes a variety of resources and strategies to build the instructional capacity of teachers and promote student achievement. FEAPS: 3. a, b, c, d, e, f, g, h, i, j		
Standard 4: Assessment The instructional support professional gathers, analyzes, and uses data to measure and guide school-wide instruction, monitor program progress, and provide timely feedback to administrator, teachers, students, parents and other stakeholders. FEAPS: 4. a, b, c, d, e, f		
Standard 5: Continuous Professional Improvement The instructional support professional engages in continuous professional improvement of self and school staff. The educator recognizes the need to strengthen his/her capacity through self-reflection and commitment to lifelong learning. FEAPS: 5. a, b, c, d, e, f		
Standard 6: Professional Responsibility and Ethical Conduct The instructional support professional understands that educators are held to a high moral standard; the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession. Fulfills expected obligations and job responsibilities. FEAPS: 6. a, b, c, d, e, f		
<i>If performance is unsatisfactory complete this section.</i>		
Deficient in the Following Performance Standards:	1 2 3 4 5 6	
Assessor Actions: Counseling Record, Written Warning, Improvement Plan (10 day Implementation)		
Area(s) of Improvement: _____ _____ _____		
Improvement Recommendations: _____ _____ _____		

**Signature acknowledges the occurrence of the post observation meeting and receipt of a copy of the observation form by the professional*

Professional

Date

Administrator

Date

Instructional Performance and Growth Evaluation System

Formative Performance Charter School Instructional Support Personnel Evaluation

Professional's Name: _____ Employee Number: _____

School Name/Number: _____ District: _____ School Year: _____

Area(s) of Certification: _____ Current Assignment: _____

Contract Status: Probationary Annual Other: _____ Date(s) of Observation: _____

Documentation Reviewed: _____

Directions: *The assessor will use this formative Charter School Instructional Support Personnel Evaluation system after conducting the first observation of the school year. This system is aligned to the six Florida Educator Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When conducting the evaluation, the school administrator should select the appropriate rating to the right, based on evidence collected over the designated period of time. Each standard will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s. 1012.34, F.S., fifty percent (50%) of an instructional professional's annual performance rating will be based on criteria measured through an evaluation system. The assessor and the professional should initial each page of this form. The professional will receive a copy of this form. A comment must rating below effective. The signed form will be placed in the professional's school site personnel file.*

Rating Scale	Unsatisfactory	Needs Improvement	Effective	Highly Effective
	The instructional support personnel consistently performs below the established standard or in a manner that is inconsistent with the state's and the charter organization's mission and goals.	The instructional support personnel needs assistance/support to meet the standard in an effective manner that is consistent with the state's and the charter organization's mission and goals.	The instructional support personnel performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state's and the charter organization's mission and goals	The instructional support personnel performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the charter organization's mission and goals.

PERFORMANCE STANDARD I: LEARNER PROGRESS

Place a check in the box, if applicable.

A discussion has been held regarding student performance data.

Comments (Optional)

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

PERFORMANCE STANDARD II: QUALITY OF INSTRUCTION

Standard 1. Instructional Design and Lesson Planning		Rating
Applying concepts from human development and learning theories, the effective educator consistently:		
1.a.	Demonstrates current knowledge of field and subject matter when aligning instructional support with state-adopted standards at the appropriate level or rigor.	
1.b.	Understands the principals of adult learning and developmental stages of learners to assist teachers in the development of lesson plans and delivery of instruction that applies the scope and sequence to the curriculum and needs of students.	
1.c.	Plans, organizes, and manages programs and/or services to meet teacher needs, build instructional capacity and increase student achievement.	
1.d.	Selects appropriate formative and summative assessments to drive instruction and monitor learning.	
1.e.	Uses cumulative records, diagnostic data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs.	
1.f.	Develops learning experiences that require students to demonstrate a variety of applicable skills, levels of rigor and competencies.	
Comments:		Total

Professional's Initials: _____

Assessor Initials: _____



Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 2. The Learning Environment		Rating
The educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:		
2.a.	Organizes, allocates, and manages the resources of time, space, and attention to support teachers and administrators with school-wide improvement initiatives.	
2.b.	Provides services in a safe and positive learning environment.	
2.c.	Collaborates with teachers, students and parents to promote school-wide literacy.	
2.d.	Respects school personnel and students' individual differences by understanding cultural, linguistic, family backgrounds and learning styles.	
2.e.	Demonstrates clear, acceptable oral and written communication skills when communicating with school administrators, sponsoring district, teachers, parents and other community stakeholders.	
2.f.	Maintains a climate of openness, inquiry, fairness and support.	
2.g.	Integrates current information and communication technologies to present and disseminate information to all stakeholders.	
2.h.	Identifies and adapts the learning environment to accommodate the differing needs and diversity of teachers and students.	
2.i.	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	
Comments:		Total

Standard 3. Instructional Delivery and Facilities		Rating
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:		
3.a.	Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions.	
3.b.	Presents teachers with information and services using a variety of content area literacy strategies to meet learner needs and diversity, thus deepening and enriching students' knowledge and understanding content area.	
3.c.	Assist teachers in the identification of gaps in students' subject matter knowledge.	
3.d.	Supports rigorous reading requirements for English/Language Arts school programs.	
3.e.	Develops learning experiences that relate and integrate the subject matter with other disciplines and life experiences.	
3.f.	Reviews school level compliance with IDEA, sponsoring district procedures, curriculum requirements, and Special Policy and Procedures Documents (SPP).	
3.g.	Applies a variety of instructional strategies and resources, including appropriate technology, to provide comprehensible support for teaching and learning.	
3.h.	Support the differentiation of instruction based on an assessment of student learning needs and recognition of individual differences in students.	
3.i.	Supports, encourages, and provides immediate and specific feedback to teachers in an effort to build instructional capacity and promote student achievement.	
3.j.	Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners.	
Comments:		Total

Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 4. Assessment		Rating
The effective educator consistently;		
4.a.	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
4.b.	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
4.c.	Uses a variety of assessment tools to monitor student progress, design instruction that meets student needs and document student achievement.	
4.d.	Modifies assessments and testing conditions to accommodate students with special needs, learning styles and varying levels of knowledge.	
4.e.	Shares the importance and outcomes of student assessment data with administrators, teachers, students, parent/caregiver(s) and other stakeholders.	
4.f.	Applies technology to organize and integrate assessment information.	
Comments:		
		Total

PERFORMANCE STANDARD III: CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS

Standard 5. Continuous Professional Improvement		Rating
The effective educator consistently;		
5.a.	Designs and facilitates purposeful professional development to strengthen the effectiveness of instruction based on teacher and students' needs.	
5.b.	Examines and uses data-informed research to improve instruction and student achievement.	
5.c.	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust support and continuously improve the effectiveness of teaching and learning.	
5.d.	Develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.	
5.e.	Engages in targeted professional growth opportunities and reflective practices that contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	
5.f.	Remains current in subject/content/field/technology and professional practices.	
Comments:		
		Total

Professional's Initials: _____
 Assessor Initials: _____



Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 6. Professional Responsibility and Ethical Conduct		Rating
The educator understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.		
6.a.	Understanding that educators are held to a high moral standard in a community.	
6.b.	Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.	
6.c.	Fulfills the expected professional obligations to the public and the education profession by, interacting with participants, parents, and the community in a positive manner to foster learning and promote positive home/school relationships.	
6.d.	Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.	
6.e.	Collects required data and maintains timely and accurate records (e.g., coaching logs, student and school data reports, property inventory, IEP's, ESOL Plan etc.).	
6.f.	Consistently and fairly adherence to job responsibilities and procedures.	
Comments:		
		Total

Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Calculations

Performance Indicators	Total Max Points Possible	Total Points Earned	Rating
Standard 1: Instructional Design and Lesson Planning	20		
Standard 2: The Learning Environment	15		
Standard 3: Instructional Delivery and Facilities	20		
Standard 4: Assessment	10		
Standard 5: Continuous Professional Improvement	25		
Standard 6: Professional Responsibility and Ethical Conduct	10		
Total Florida Educator Accomplished Practice Evaluation points earned in each rating category.			

**Once calculated the total percentage points will be combined with the Student Performance Score and will be noted on the last page.*

Overall Executive Summary (100 words or less)

Key Areas of Strength:

Opportunities for Improvement:

Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ **Employee Number:** _____
School Name/Number: _____ **District:** _____ **School Year:** _____

Formative Evaluation Signatures of Record

The signatures below indicate that the Instructional Support Personnel have had an opportunity to confer with the school-site administrator (assessor) regarding the results of the evaluation. The employee may include a written statement as an addendum. The *End of Year Final Summative Rating* combines the total weight for the Student Performance Score and Florida Accomplished Practice Assessment Score.

RATING SCALE

<p>87.6 - 100 = Highly Effective 75 - 87.5 = Effective 50 - 74.9 = Needs Improvement 25 - 49.9 = Unsatisfactory</p>
--

Teacher's Signature

Date

Assessor's Signature

Date

Addendum by professional attached: Yes _____ No _____

Date

Formative Evaluation Status (Completed by the Site Administrator)

EMPLOYEE'S TOTAL SCORE ON ADMINISTRATOR EVALUATION : _____

EMPLOYEE'S TOTAL RATING ON ADMINISTRATOR EVALUATION : _____

Unsatisfactory 12.50 - 18.75	Needs Improvement 18.76 - 25.0	Effective 26 - 37.5	Highly Effective 37.6 - 50.0
--	--	-------------------------------	--

RECOMMENDATION BY SIGHT ADMINISTRATOR :

Provisional recommendation for continued employment pending student performance data
Recommended for continued employment **Not recommended for continued employment**

PRINCIPAL/SITE ADMINISTRATOR'S SIGNATURE

DATE

END OF YEAR FINAL SUMMUTIVE RATING

	Score	Weight	Weighted Score
Instructional Performance and Growth Evaluation / (FEAPS)		5%	
Student Growth Measure		50%	
		Total:	

Highly Effective Effective Needs Improvement Unsatisfactory

Professional's Initials: _____

Assessor Initials: _____

Appendix C

FCSA Student Services Personnel Evaluation System

Instructional Performance and Growth Evaluation System

Formative Performance Charter School Evaluation for Student Services Personnel

Professional's Name: _____ **Employee Number:** _____
School Name/Number: _____ **District:** _____ **School Year:** _____
Area(s) of Certification: _____ **Current Assignment:** _____
Contract Status: Probationary Annual Other: _____ **Date(s) of Observation:** _____
Documentation Reviewed: _____

Directions: *The assessor will use this formative Charter School Student Service Personnel Evaluation system after conducting the first observation of the school year. This system is aligned to the Student Services Personnel Evaluation Model (SSPEM) and the six Florida Educator Accomplished Practices (FEAPs), and section 1012.3, F.S. When conducting the evaluation, the school administrator should select the appropriate rating to the right, based on evidence collected over the designated period of time. Each standard will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s. 1012.01(2)(b) F.S. fifty percent (50%) of an instructional personnel's annual performance rating will be based on criteria measured through the an evaluation systems for instructional personnel. The assessor and the student service professional should initial each page of this form. The professional will receive a copy of this form. A comment must be provided for any rating below effective. The signed form will be placed in the professional's school site personnel file.*

Rating Scale	Unsatisfactory	Needs Improvement	Effective	Highly Effective
	The professional consistently performs below the established standard or in a manner that is inconsistent with the state's and the charter organization's mission and goals.	The professional needs assistance/ support to meet the standard in an effective manner that is consistent with the state's and the charter organization's mission and goals.	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state's and the charter organization's mission and goals.	The professional performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the charter organization's mission and goals.

PERFORMANCE STANDARD I: LEARNER PROGRESS

Place a check in the box, if applicable.
A discussion has been held regarding student performance data.
Comments (Optional)

STUDENT SERVICE PERSONNEL EVALUATION MODEL (SSPEM/FEAPS)

Domain A. Data-Based Decision Making and Evaluation of Practices	Rating
The student services professional collects student data, analysis and uses data to informing problem identification, problem analysis, and intervention design. Uses data to inform decisions, progress monitor students and informs all stake holders.	
A.1. Collects and uses data to develop and implement interventions within a problem-solving framework.	
A.2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	
A.3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	
A.4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	
A.5. Demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues In understanding, administering, collecting and using data.	
A.6. Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners.	
Comments:	Total

Student Services Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Domain B: Instruction/Intervention Planning and Design		Rating
The student services professional takes on a leadership role by training others and facilitating a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.		
B.1.	Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	
B.2.	Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	
B.3.	Applies evidence-based research and best practices to improve instruction/interventions.	
B.4.	Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.	
B.5.	Engages parents and community partners in the planning and design of instruction/interventions.	
B.6.	Uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.	
Comments:		Total

Domain C: Instruction/Intervention Delivery and Facilitation		Rating
The successful Student Services professional implements a multi-tiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.		
C.1.	Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	
C.2.	Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	
C.3.	Implements evidence-based practices within a multi-tiered framework.	
C.4.	Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	
C.5.	Promotes student outcomes related to career and college readiness.	
C.6.	Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	
Comments:		Total

Student Services Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Domain D: Learning Environment		Rating
The effective student services professional Interacts with school administrators, teachers, students, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.		
D.1.	Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	
D.2.	Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	
D.3.	Collaborates with school personnel to promote safe learning environments by assisting in the development and implementation of behavior management systems.	
D.4.	Integrates relevant cultural issues and contexts that impact family-school partnerships.	
D.5.	Provides a continuum of crisis intervention services.	
D.6.	Collaborates with teachers, students and parents to promote a culture of reading and school-wide literacy.	
Comments:		
		Total

PERFORMANCE STANDARD III: CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS

Domain E: Program Management		Rating
The effective student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.		
E.1.	Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services.	
E.2.	Organizes and maintains service log and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required.	
E.3.	Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning.	
E.4.	Collaborates with school leadership team to address learners' social/emotional, behavioral, academic, and health concerns.	
E.5.	Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions.	
E.6.	Remains current in subject/content/field/technology and professional practices.	
Comments:		
		Total

Student Services Professional's Initials: _____
 Assessor Initials: _____



Professional's Name: _____ Employee Number: _____

School Name/Number: _____ District: _____ School Year: _____

Domain F: Professional Learning, Responsibility, and Ethical Practice		Rating
The effective student services professional, possesses knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.		
F.1.	Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	
F.2.	Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community PLC).	
F.3.	Implements knowledge and skills learned in professional development activities.	
F.4.	Demonstrates effective recordkeeping and communication skills.	
F.5.	Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	
F.6.	Supports and promotes the shared school and organizational vision and mission, school initiatives and participates in them in accordance with job responsibility, availability and talents to support school improvement.	
Comments:		
		Total

Student Services Professional's Initials: _____

Assessor Initials: _____

Professional's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Calculations

Practice Standards	Total Max Points Possible	Total Points Earned	Rating
Domain A: Data Based Decision Making and Evaluation of Practices	10		
Domain B: Instruction /Intervention Planning and Design	20		
Domain C: Instruction/Intervention Delivery and Facilitation	25		
Domain D: Learning Environment	15		
Domain E: Program Management	20		
Domain F: Professional Learning, Responsibility, and Ethical Practice	10		
Total Florida Student Services Professional Evaluation points earned in each domain category.			

**Once calculated the total percentage points will be combined with the Student Performance Score and will be noted on the last page.*

Overall Executive Summary (100 words or less)

Key Areas of Strength:

Opportunities for Improvement:

Student Services Professional's Initials: _____
 Assessor Initials: _____

Professional's Name: _____ Employee Number: _____

School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Signatures of Record

The signatures below indicate that the Student Service professional has had an opportunity to confer with the school-site administrator (assessor) regarding the results of the evaluation. The employee may include a written statement as an addendum. The *End of Year Final Summative Rating* combines the total weight for the Student Performance Score and Florida Accomplished Practice Assessment Score.

SUMMUTIVE RATING SCALE

87.6 - 100 = Highly Effective
75 - 87.5 = Effective
50 - 74.9 = Needs Improvement
25 - 49.9 = Unsatisfactory

Professional's Signature

Date

Assessor's Signature

Date

Addendum by professional attached: Yes _____ No _____

Date

Formative Evaluation Status (Completed by the Site Administrator)

EMPLOYEE'S TOTAL SCORE ON ADMINISTRATOR EVALUATION : _____

EMPLOYEE'S TOTAL RATING ON ADMINISTRATOR EVALUATION : _____

Unsatisfactory 12.50 - 18.75	Needs Improvement 18.76 - 25.0	Effective 26.0 - 37.5	Highly Effective 37.6 - 50.0
---------------------------------	-----------------------------------	--------------------------	---------------------------------

RECOMMENDATION BY SIGHT ADMINISTRATOR :

Provisional recommendation for continued employment pending student performance data
Recommended for continued employment Not recommended for continued employment

PRINCIPAL/SITE ADMINISTRATOR'S SIGNATURE

DATE

END OF YEAR FINAL SUMMUTIVE RATING

	Score	Weight	Weighted Score
Student Services Personnel Evaluation Score (SSPEM/FEAPS)		50%	
Student Growth Measure		50%	
Total:			

Highly Effective

Effective

Needs Improvement

Unsatisfactory

Student Services Professional's Initials: _____

Assessor Initials: _____

Appendix D

FCSA School-Site Administrator Evaluation System



Administrator's Name: _____ Employee Number: _____

School Name/Number: _____ District: _____ School Year: _____

Directions for Evaluator: The assessor will evaluate the status of the administrator's Mid-Year progress toward the attainment of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080. The Mid-Year Assessment requires a status indicator of "S" If satisfactory progress is being made or a "U" If unsatisfactory progress is being made. Unsatisfactory progress indicators must be accompanied by a comment and the development of an improvement plan.

Mid-Year Assessment Status		S /U
Standard 1: Student Learning Results. The school leader achieves results on the school's student learning goals.		
Standard 2: Student Learning as a Priority. The school leader demonstrates that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.		
Standard 3: Instructional Plan Implementation. The school leader works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.		
Standard 4: Faculty Development. The school leader recruits, retains and develops an effective and diverse faculty and staff.		
Standard 5: Learning Environment. The school leader structures and monitors a school learning environment that improves learning for all of Florida's diverse student population.		
Standard 6: Decision Making. The school leader employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data.		
Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.		
Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		
Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.		
<i>If performance is unsatisfactory complete this section.</i>		
Deficient in the Following Performance Standards	1	2
Assessor Actions:	3	4
Area(s) of Improvement: _____	5	6
Improvement Recommendations:	7	8
_____	9	10



School-Site Administrator Summative Evaluation

Administrator's Name: _____ **Employee Number:** _____
School Name/Number: _____ **District:** _____ **School Year:** _____

Directions for Evaluator: The assessor will rate the administrator on each of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080, adopted December 20, 2011. The assessor will choose one of the ratings listed below for each of the sub-indicators. A rating of unsatisfactory progress indicators must be accompanied by a comment.

Rating Scale	Unsatisfactory	Needs Improvement	Effective	Highly Effective
	The Administrator's actions or impact of leader's actions relevant to this standard are minimal or are not occurring, or are having an adverse impact.	The Administrator's actions or impact of leader's actions relevant to this standard are evident but are inconsistent or of insufficient scope or proficiency.	The Administrator's actions or impact of leader's actions relevant to this standard are sufficient and appropriate reflections of quality work with only normal variations.	The Administrator's actions or impact of leader's actions relevant to this standard exceed effective levels and constitute models of proficiency for other leaders.

The Florida Principal Leadership Standards

Domain I: Student Achievement

Standard 1: Student Learning Results.		Rating
Effective school leaders achieve results on the school's student learning goals.		
1.a.	The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.b.	Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	
Comments:		Total

Standard 2: Student Learning as a Priority.		Rating
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.		
2.a.	Enables faculty and staff to work as a system focused on student learning.	
2.b.	Maintains a school climate that supports student engagement in learning.	
2.c.	Generates high expectations for learning growth by all students.	
2.d.	Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
Comments:		Total



Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Domain II: Instructional Leadership

Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.		Rating
3.a.	Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.	
3.b.	Engages in data analysis for instructional planning and improvement.	
3.c.	Communicates the relationships among academic standards, effective instruction, and student performance.	
3.d.	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.	
3.e.	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
Comments:		Total

Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.		Rating
4.a.	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	
4.b.	Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.	
4.c.	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.d.	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.e.	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.f.	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Comments:		Total

Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.		Rating
5.a.	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.b.	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.c.	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.d.	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.e.	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	
5.f.	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Comments:		Total

Domain III: Organizational Leadership

Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.		Rating
6.a.	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.b.	Uses critical thinking and problem solving techniques to define problems and identify solutions.	
6.c.	Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	
6.d.	Empowers others and distributes leadership when appropriate.	
6.e.	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Comments:		Total



Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.		Rating
7.a.	Identifies and cultivates potential and emerging leaders.	
7.b.	Provides evidence of delegation and trust in subordinate leaders.	
7.c.	Plans for succession management in key positions.	
7.d.	Promotes teacher-leadership functions focused on instructional proficiency and student learning.	
7.e.	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
Comments:		Total

Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.		Rating
8.a.	Organizes time, tasks and projects effectively with clear objectives and coherent plans.	
8.b.	Establishes appropriate deadlines for him/herself and the entire organization.	
8.c.	Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	
8.d.	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Comments:		Total



Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		Rating
9.a.	Actively listens to and learns from students, staff, parents, and community stakeholders.	
9.b.	Recognizes individuals for effective performance.	
9.c.	Communicates student expectations and performance information to students, parents, and community.	
9.d.	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.e.	Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	
9.f.	Utilizes appropriate technologies for communication and collaboration.	
9.g.	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	
Comments:		Total

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.		Rating
10.a.	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.b.	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.c.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.d.	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.e.	Demonstrates willingness to admit error and learn from it.	
10.f.	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Comments:		Total



Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Calculations

Performance Indicators	Total Max Points Possible	Total Points Earned	Rating
Standard 1: Student Learning Results			
Standard 2: Student Learning as a Priority			
Standard 3: Instructional Plan Implementation			
Standard 4: Faculty Development			
Standard 5: Learning Environment			
Standard 6: Decision Making			
Standard 7: Leadership Development			
Standard 8: School Management			
Standard 9: Communication			
Standard 10: Professional and Ethical Behaviors			
Total Florida Principal Leadership Standards Evaluation points earned in each rating category.			

**Once calculated the total percentage points will be combined with the Student Performance Score and will be noted on the first page.*

Overall Executive Summary (100 words or less)

Key Areas of Strength:

Opportunities for Improvement:



Administrator's Name: _____ Employee Number: _____
 School Name/Number: _____ District: _____ School Year: _____

Formative Evaluation Signatures of Record

The signatures below indicate that the administrator has had an opportunity to confer with the assessor and the Governing Board regarding the results of the evaluation. The administrator may include a written statement as an addendum. The *End of Year Final Summative Rating* combines the total weight for the Student Performance Score and Florida Principal Leadership Evaluation Score.

RATING SCALE

87.6 – 100 = Highly Effective
75 – 87.5 = Effective
50 – 74.9 = Developing/Needs Improvement
25 – 49.9 = Unsatisfactory

<i>Formative Evaluation Status (Completed by the Governing Board Chair)</i>	
ADMINISTRATOR'S TOTAL SCORE ON (FPLS) EVALUATION: _____	
ADMINISTRATOR'S TOTAL RATING ON (FLPS) EVALUATION: _____	
RECOMMENDATION BY GOVERNING BOARD:	
Recommended for Continued Employment	Not Recommended for Continued Employment

Addendum by professional attached: Yes _____ No _____ _____ Date

End-of- Year Final Evaluation Signatures:

Signatures indicate this evaluation has been reviewed and discussed with the assessor and administrator.

Administrator Signature:		Date	
Assessor Signature:		Date	
Governing Board Chair Signature:		Date	
Human Resource Signature:		Date	

Appendix E

Required Documentation Forms



DOCUMENTATION COVER SHEET

Professional's Name: _____ **Employee Number:** _____
Assessor's Name: _____ **School Year:** _____
School Name/Number: _____ **District:** _____
Area(s) of Certification: _____ **Current Assignment:** _____

Directions: Professionals will place required items in sequential order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your assessor 30 calendar days prior to the last day of the school year for professionals. Professional will summarize documentation submitted. Assessors will review the submission and make evaluative notes in the appropriate sections of this cover sheet.

Check if

Submitted **Required Evidence Item**

Professional Development/Professional Growth Experiences

Provide evidence of the successful completion of professional development that result in the accumulation of Professional Development Points and/or college/university credits during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences (e.g., certificates, college transcripts, PLC's, Lesson Studies, Book Studies, and Conferences).

Evidence of Assessment Data

Provide evidence of the use of data to drive instruction, and progress monitor student achievement (e.g., state assessments data, formative/ summative assessments, data binders, data chats, student work folders, grades, attendance records, ESOL and IEP student data).

Communication

Provide evidence of how the professional communicates with stakeholders; families, staff, faculty, and students. (e.g., communication logs, emails, meeting, parent conferences, PD's offered, sign-in sheets).

Professional Summary:

Assessor Evaluative Notes:

Reviewed By: _____ **Date Submitted:** _____

Assessor's Signature: _____ **Date:** _____

Date	Name of Person	Purpose	Method	Notes
			Mtg./Conf. Email Note/Letter Telephone	

Appendix F

FCSA Education Professional Performance Evaluation Improvement Plans (IP)



FCSA EDUCATION PROFESSIONAL PERFORMANCE EVALUATION IMPROVEMENT PLAN (IP)

Professional: _____ Employee Number: _____ Date: _____

Work Location Name and Number: _____ Current Position: _____

Date of Observation(s): _____ Observation Number: 1 * 2 _____ 3 _____ 4 _____ 5 _____

Deficient Performance Standard(s): 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ Date of Post-Observation Meeting(s): _____

Provide the performance standard(s) that is the focus of the IP: _____

In the space below, describe the following: List goals to address the standards assessed as Needs Improvement or Unsatisfactory; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Area(s) in Need of Improvement	Differentiated Activities to Support Improvement	Manner of Assessment of Improvement	Timeline for Achieving Improvement	Person Responsible

*Indicates a conference for the record was conducted or formal write up was completed.

Assessor: _____ Title: _____ Date: _____

Site Administrator: _____ Title: _____ Date: _____

FCSA EDUCATION PROFESSIONAL PERFORMANCE EVALUATION IMPROVEMENT PLAN (IP)

Professional

Employee #

Date

Recommendation at conclusion of Improvement Plan: This section is to be completed after the Improvement Plan has been completed.

Document Progress Made and/or Adjustments Needed

After the improvement plan is complete, the evaluator must make one of the following recommendations, in writing, with signatures of the Professional, Administrator, Assessor, Governing Board, and forwards the document to Human Resources (A copy should be provided to the professional at the time of the Post IP Review Conference).

IP Review:

- Activities completed by due date
- Activities not completed by due date
- Other _____

Formal IP Review Date: _____

Dates of Periodic Reviews: _____

It is recommended that:

- The professional no longer be on an IP. The performance deficiencies have been corrected.
- The professional is issued a revised/new IP. The performance deficiencies were not corrected.
- Recommend termination

Addendum by professional attached: Yes ____ No ____

Date: _____

Post Conference:

Professional's Signature: _____ Date: _____

Administrator's/Assessor Signature: _____ Date: _____

Human Resources / Governing Board Signature: _____ Date: _____

***Professional's signature signifies receipt and does not necessarily indicate agreement with its contents. This form must be filed in the official Personnel file.**



FCSA SCHOOL SITE ADMINISTRATOR PERFORMANCE EVALUATION IMPROVEMENT PLAN (IP)

Administrator: _____ Employee Number: _____ Date: _____

Work Location Name and Number: _____ Current Position: _____

Date of Observation(s): _____ Observation Number: 1 * 2 _____ 3 _____ 4 _____ 5 _____

Deficient Performance Standard(s): 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Provide the performance standard(s) that is the focus of the IP: _____

In the space below list the goals to address the standards assessed as Needs Improvement or Unsatisfactory. List Strategies and resources to support the administrator's improvement; describe the manner in which the improvement will be assessed and provide a timeline demonstrating progress (include dates for periodic reviews) generally 30 to 90 calendar days.

Area(s) in Need of Improvement	Strategies to accomplish Improvement Objectives	Resources and Assistance Available	Manner of Assessment of Improvement	Timeline to Demonstrate Progress

*Indicates a conference for the record was conducted or formal write up was completed.

Administrator: _____ Title: _____ Date: _____

Assessor: _____ Title: _____ Date: _____

FCSA SCHOOL SITE ADMINISTRATOR PERFORMANCE EVALUATION IMPROVEMENT PLAN (IP)

Administrator

Employee #

Date

Recommendation at conclusion of Improvement Plan: This section is to be completed after the Improvement Plan has been completed.

Document Progress Made and/or Adjustments Needed

After the improvement plan is complete, the evaluator must make one of the following recommendations, in writing, with signatures of the Administrator, Governing Board/ Assessor and forwards the document to Human Resources (A copy should be provided to the administrator at the time of the Post IP Review Conference).

IP Review:

- Professional objectives completed by due date
- Professional objectives not completed by due date
- Other _____

Formal IP Review Date: _____

Dates of Periodic Reviews: _____

It is recommended that:

- Recommend the professional no longer be on a plan, satisfactory improvement has been determined.
- Recommend the professional continue on plan with modifications.
- Recommend termination

Addendum by professional attached: Yes _____ No _____

Date: _____

Post Conference:

Administrator's Signature: _____ Date: _____

Governing Board/ Designee Assessor Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____

*** Administrator signature indicates the employee has read the Improvement Plan but does not necessarily indicate agreement. This form must be filed in the official Personnel file in the Human Resources department. Additional sheets may be added.**