

The City of Pembroke Pines Charter Schools

School Administrator Evaluation System



Purpose

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

Instructions

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

This document is titled and paginated.

Submission

Upon completion, Pembroke Pines Charter School will complete this document and submit to Broward County Schools via Chartertools and to the FSUS Director and FSU District Liaison.

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

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Part I: Evaluation System Overview

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

This plan will outline how this system will be used for the **2025-2026 school year**. For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district (Florida Statute Section 1012.34(1)(a)). To accomplish the purpose defined in law, a district 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.

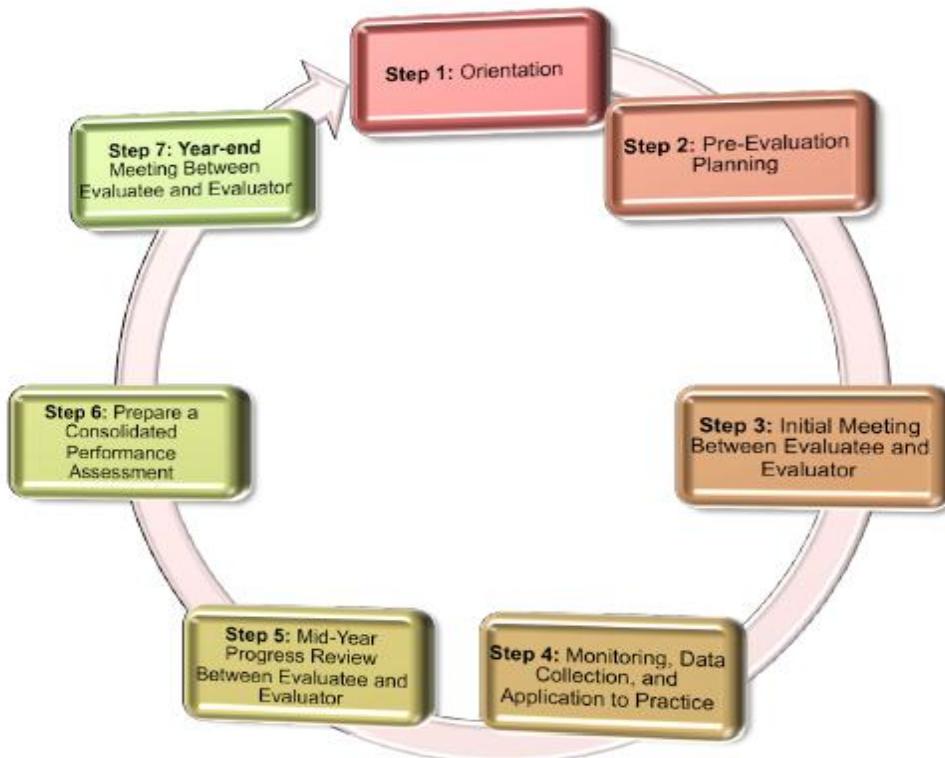
Pembroke Pines Assessment for School Administrators (PASA), the evaluation system adopted by the district, has 16 indicators and is based on contemporary research that reveals educational leadership behaviors that, when done correctly and in the appropriate circumstances, have a positive impact on student learning and faculty development. The contemporary research and meta-analyses is as follows, as well as other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

PASA is fully aligned with the Florida Educator Leadership Standards (FELS) – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

This PASA evaluation system is designed, based on a 7-step process, to provide:

- Opportunity to reflect on performance, where each administrator completes a self-appraisal on what's important to success as a school leader.
- Criteria for making judgments about proficiency that are consistent among raters.
- Specific and actionable feedback from colleagues and supervisors focused on improving proficiency.
- Summative evaluations of proficiency and determination of performance levels.



Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others. The portion of the evaluation that involves "impact on others" comes in two components:

1. Student Performance Measures: 35% of a school leader's annual evaluation is based on the performance of students in the school on specific state and/or district assessments (i.e., FAST, EOC exams).
2. The Leadership Practice: 60% of the evaluation will be based on Leadership Practice. The Leadership Practice Score combines results of the Indicators 1-16, weighted as 60%. The Leadership Practice Score is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.
3. The Deliberate Practice is weighted as 5%.

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.

- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

- ☒ The district has a process for monitoring the implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	By October 30 th of each school year	Annual Orientation via recorded presentation. This link will be emailed directly to all administrative employees at the beginning of the school year and then housed in a Canvas Course.
Principals	By October 30 th of each school year	Annual Orientation via recorded presentation. This link will be emailed directly to all administrative employees at the beginning of the school year and then housed in a Canvas Course.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrator	<u>October 1-25, 2025</u> Directors meet with Principals <u>By October 31, 2025</u> Principals meet with Assistant Principals	The employee submits a self-appraisal to the supervisor. The supervisor conducts a meeting to discuss the self-appraisal and areas of focus and/or needed growth.
	Ongoing	The supervisor and the employee will gather relevant evidence on the indicators. The supervisor and employee may consider stakeholder input as supporting evidence (i.e. letters of commendation or concern, customer survey data, etc.)
	<u>February 3-March 7, 2026</u> Directors meet with Principals <u>March 7-21, 2026</u> Principals meet with Assistant Principals	Supervisors discuss the PASA evaluation at the Mid-Year meeting with each school-based administrator and provide ratings based on the current status.

School Administrator Evaluation System

	Ongoing	The supervisor and the employee gather relevant evidence on the indicators. The supervisor and employee may consider stakeholder input as supporting evidence (i.e. letters of commendation or concern, customer survey data, etc.)
	<u>By June 2, 2026</u>	The supervisor identifies any indicators that may have been improved upon since the Mid-Year evaluation. The administrator submits the suggested changes with documentation, if necessary, to the supervisor for review.
	<u>June 2, 2026, thru June 30, 2026</u>	Supervisors share the PASA Leadership Practice Score with each employee during the end-of-year evaluation meeting.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	During the end-of-year evaluation meeting that takes place between <u>June 2, 2025, thru June 30, 2026</u>	Results of the Leadership Practice Score are communicated during this meeting. When Student Performance Scores become available, they will be combined with the Leadership Practice and Deliberate Practice/SMART Objective scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.
Principals	1	During the end-of-year evaluation meeting that takes place between <u>June 2, 2025, thru June 30, 2026</u>	Results of the Leadership Practice Score are communicated during this meeting. When Student Performance Scores become available, they will be combined with the Leadership Practice and Deliberate Practice/SMART Objective scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Broward County, instructional leadership labeled as Leadership Practice accounts for 60% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance includes the following:

LEADERSHIP PRACTICE INDICATORS

There are sixteen (16) Leadership Practice Indicators.

- Each indicator is rated as “Highly Effective (HE),” “Effective (E),” “Needs Improvement (NI),” or “Unsatisfactory (U),” based on the Leadership Practice Rating Rubric.
- Odd numbered Indicators are based on Leadership Evidence, as seen in the leader’s behaviors or actions. Even numbered Indicators are based on Impact Evidence as seen in the behaviors or actions of faculty, staff, students, community, and/or results based on the work done by the leader.
- To guide the rating decision, illustrative examples of leadership actions and the impacts of leadership actions are provided.
- The Leadership Practice will be rated as “Highly Effective,” “Effective,” “Needs Improvement,” or “Unsatisfactory.”
 - **Highly Effective** = Actions or impact of actions exceeded the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. The effort to work on the goal and outcomes exceeded expectations.
 - **Effective** = Actions or impact of actions met the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. Significant effort was made to work on the goal and outcomes.
 - **Needs Improvement** = Actions or impact of actions partially met the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. Minimal effort was made to work on the goal and outcomes.
 - **Unsatisfactory** = Actions or impact of actions failed to meet the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. No significant effort was made to work on the goal and/or outcomes.
- The PASA Long Form is provided in Appendix B. It includes the Leadership Practice

Rubric and Example Evidence per standard.

- Ratings are recorded within the District's evaluation database.
- The Leadership Practice rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

CALCULATE THE LEADERSHIP PRACTICE SCORE:

- The system provides that all sixteen (16) Indicators are equally weighted and combined as follows for the Leadership Practice Score.
- Each of the sixteen (16) Indicators earns a rating of HE, E, NI, or U.
- Each rating has a point value:

Rating	Points
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

- All point values are added.
- The total amount of points is divided by sixteen (16), to determine the average.
- The Leadership Practice Score, then falls within the Leadership Practice Ranges.
- The Range determines the Leadership Practice Score.

Leadership Practice Rating Score	Leadership Practice Ranges
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999

The Leadership Practice Score is valued at 60% of the overall score.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pembroke Pines Charter Schools, other indicators of performance account for 5% of the school administrator performance evaluation identified as Deliberate Practice/SMART Objectives.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

DELIBERATE PRACTICE/SMART OBJECTIVES:

- The Administrator creates three (3) SMART Objectives that are Specific, Measurable, Attainable, Relevant, Time-bound, and aligned to the Strategic Plan.
- SMART Objective Criteria:
 - **S-Specific-** *What will the Objective accomplish?*
 - **M-Measurable-** *Can a clear result be demonstrated? What percentage, number, and data are you working to improve upon?*
 - **A-Attainable-** *Is it realistic with “stretch” effort?*
 - **R-Relevant-** *Is it consistent with the District’s Strategic Plan and/or the Division/Department initiatives?*
 - **T-Time-bound-** *It must conclude by 6/30/25, or earlier within the 24/25 school year.*
- The Administrator shares the Objectives with their supervisor, receives feedback, and revises as needed.
- By the end of the evaluative window, the Administrator lists the “End of Year” results for each Objective.

DELIBERATE PRACTICE/SMART OBJECTIVE RATINGS

OBJECTIVES			
SMART Objectives = SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, TIME-BOUND			
Unsatisfactory (U): Actions or impact of actions failed to meet the targeted goal/outcomes. No significant effort was made to work on the goal/outcomes.	Needs Improvement (NI): Actions or impact of actions partially met the targeted goal/outcomes. Minimal effort was made to work on the goal/outcomes	Effective (EFF): Actions or impact of actions met the targeted goal/outcomes. Significant effort was made to work on the goal/outcomes.	Highly Effective (HE): Actions or impact of actions exceeded the targeted goal/outcomes. The effort to work on the goal/outcomes exceeded the expectation.

- The Deliberate Practice/SMART Objectives will be rated as “Highly Effective (HE),” “Effective (E),” “Needs Improvement (NI),” or “Unsatisfactory (U).”
 - **Highly Effective** = Actions or impact of actions exceeded the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. The effort to work on the goal and outcomes exceeded expectations.
 - **Effective** = Actions or impact of actions met the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. Significant effort was made to work on the goal and outcomes.
 - **Needs Improvement** = Actions or impact of actions partially met the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. Minimal effort was made to work on the goal and outcomes.
 - **Unsatisfactory** = Actions or impact of actions failed to meet the targeted goal and outcomes as demonstrated by evidence observed, collected, or provided. No significant effort was made to work on the goal and/or outcomes.

DELIBERATE PRACTICE/SMART OBJECTIVES SCORE:

- The system provides that all three (3) ratings are equally weighted and combined as follows for the Deliberate Practice Score.
- Each of the three (3) SMART Objectives earn a rating of HE, E, NI, or U.
- Each rating has a point value:

Rating	Points
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

- All point values are added.
- The total amount of points is divided by three (3), to determine the average.
- The Deliberate Practice/SMART Objective Score, then falls with the Deliberate Practice/SMART Objective Ranges.
- The Range determines the Deliberate Practice/SMART Objective Score.

Deliberate Practice/SMART Objective Rating Score	Deliberate Practice/SMART Objective Ranges
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999

INSTRUCTIONAL LEADERSHIP AND DELIBERATE PRACTICE/SMART OBJECTIVE PROCESS:

Orientation:

August-October 30, 2024 -

- Supervisors ensure that every employee is oriented to the PASA evaluation system annually.
- Supervisors Keep a record (a sign-in sheet) indicating that all Broward Principal and Assistant Principal employees were oriented to the PASA instrument via a meeting or the electronic presentation (provided annually by the Employee Evaluations Department).
- Maintain the orientation record within the department files.

Pre-Evaluation Planning – Creation and Approval of SMART Objectives and Self-Appraisal:

- Every Principal and Assistant Principal review the PASA System.
- Principals draft their SMART Objectives and complete a PASA Self-Appraisal.
- Principals share their SMART Objectives with their Assistant Principal(s).
- Assistant Principals draft their SMART Objectives and Self-Appraisal.
- Principals review the Objective and Self-Appraisal and provide feedback to their Assistant Principal(s).

Initial Meeting Between Evaluator and Employee:

November 29, 2025 -

- City Manager meet with Principals to review the Evaluation Process, SMART Objectives, and Self-Appraisal.

November 29, 2025 -

- Principals meet with Assistant Principals to review the Evaluation Process (review/answer questions), SMART Objective, and Self-Appraisal.

School Administrator Evaluation System

Principals and Assistant Principals complete the Deliberate Practice/SMART Objectives, and self-appraisal within this template in the database.

Pines Assessment for School Administrators (PASA)

FINAL

Assistant Principal Name _____ Personnel # _____ School Year _____
Location Name _____ Location # _____

Principal Name _____

SMART OBJECTIVES
SMART Objectives = Specific, Measurable, Attainable, Relevant, Time-bound

Unsatisfactory (U)	Needs Improvement (NI)	Effective (EFF)	Highly Effective (HE)
Actions or impact of actions failed to meet the targeted goal/outcomes. No significant effort was made to work on the goal/outcomes.	Actions or impact of actions partially met the targeted goal/outcomes. Minimum effort was made to work on the goal/outcomes.	Actions or impact of actions met the targeted goal/outcomes. Significant effort was made to work on the goal/outcomes.	Actions or impact of actions exceeded the targeted goal/outcomes. The effort to work on the goal/outcomes exceeded the expectation.

SMART OBJECTIVE #1 Mid-Year On Track to Meet Target Need to Discuss

END OF YEAR RESULTS U NI EFF HE

SMART OBJECTIVE #2 Mid-Year: On Track to Meet Target Need to Discuss

END OF YEAR RESULTS U NI EFF HE

SMART OBJECTIVE #3 Mid-Year: On Track to Meet Target Need to Discuss

END OF YEAR RESULTS U NI EFF HE

Monitoring, Data Collection, and Application to Practice:

On-going - Evaluator and employee gather relevant evidence on the Objectives and Indicators.

- The evaluator and employee may consider stakeholder input as supporting evidence (i.e. letters of commendation or concern, customer survey data, etc.).

By January 19, 2026 -

- If applicable, the employee identifies any Indicators that were discussed or improved upon since the Initial Meeting. The employee submits the suggested ratings (via an updated PASA Self-Reflection) to the evaluator. The suggested ratings are discussed during the Mid-Year conversation.

Mid-Year Progress Review Between Evaluator and Employee:

February 3- March 21, 2026 -

- Directors meet with Principals.
- Principals meet with Assistant Principals.
- Prior to the Mid-Year meeting, the evaluator will enter scores for SMART Objectives (based on status) and Indicators. The evaluator conducts a face-to-face Mid-Year meeting to discuss the following:
 - Actions and their impacts to enhance Indicators
 - Strengths and progress
 - Priority growth needs
- If the evaluator determines an Objective or Indicator is Unsatisfactory (U), the employee is provided notice that the Indicator(s) will be addressed in a follow-up meeting.
- The evaluator communicates performance concerns with his/her supervisor and contacts the Director, Employee Evaluations, at 754-321-5067.
- This is not an “official” evaluation, and as such, is not submitted to the employee’s Personnel File.

Evidence Submission in Preparation for Final Evaluation:

By June 2, 2026 -

- All employees complete “End-of-Year” results for Individual SMART Objectives within the PASA database. If applicable, the employee identifies any Indicators that may have been improved upon since the Mid-Year Evaluation. The employee submits the suggested changes to the evaluator. The suggested changes are reviewed during the Final conversation.
- If the evaluator is concerned about the employee’s performance, concerns are shared with his/her supervisor, and the evaluator contacts the Employee Evaluations, at 754-321-5067.

Final Evaluation Meeting Between Evaluator and Employee:

- Prior to this Final Meeting, the supervisor rates their employees on the SMART Objectives and End-of-Year results. Scores are entered into the PASA database. PASA is a partial evaluation, and the final version will include Student Performance Scores in the upcoming Fall.

Deadline Dates for Final Meeting (Objective and Indicators Scores):

July 1 – August 15, 2026 -

- **City Manager** meet with Principals.
- Principals meet with Assistant Principals.
- The meeting shall be held face-to-face to discuss the following:
 - Evaluator informs the employee of the final Leadership and Objective Scores.
 - If the evidence supports areas of concern, they are discussed with the

employee.

- Review priority growth issues that should be considered in next year's Step 2 and Step 3 processes.
- If the evaluator has performance concerns that may impact employment decisions, then the evaluator must discuss them with his/her supervisor. Follow-up discussions may warrant further work with the Employee Evaluations Department and the Regional Superintendent of the Teaching and Learning Office.
- The employee is provided a copy of the evaluation form. The evaluation document is a partial evaluation (65%); therefore, it is retained on file with the supervisor. When the Student Growth portion of the evaluation is completed, the evaluator will meet with the employee to finalize the overall evaluation. Employee Evaluations will forward all PASA final evaluations to Human Resource Support Services.

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Broward County, the performance of students accounts for 35% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

STUDENT PERFORMANCE MEASURES:

- Assessments used for Student Performance Scores are listed in Appendix C.
- Statistical models are run for each assessment, listed in Appendix C, and identify whether a student met/exceeded or did not meet their expected score.
- Administrators receive data showing the percentage of students that met/exceeded their expected score.
- Scores are then aggregated into a composite percentage to determine the school administrators' 1-Year Student Performance measure.
- Based on the percentile ranking of the 1-Year Student Performance Score, administrators earn a rating per the chart below.

Student Performance Rating	Percentiles
Highly Effective	60 th - 99 th Percentile
Effective	35 th – 59 th Percentile
Effective	9 th -34 th Percentile
Needs Improvement	4 th – 8 th Percentile
Unsatisfactory	1 st – 3 rd Percentile

- The rating earned was assigned a point value.
- School Administrators earned a Student Performance Rating for each of the last three school years based on their work location (2023-2024, 2024-2025, 2025-2026), therefore earning three points.
- The points are averaged to compute a 3-year Student Performance Rating, which falls within a Student Performance Range, the Student Performance Rating (HE, E, NI, or U) is assigned.
- This 3-Year Student Performance Rating is what appears on each administrator's PASA Final Evaluation page weighted at 35%. (If less than the three most recent years of data are available, those years for which data are available are used).

School Administrator Evaluation System

Student Performance Rating	Student Performance Range
Highly Effective	3.450-4.000
Effective	2.500-3.499
Needs Improvement	2.000-2.499
Unsatisfactory	1.000 – 1.999

D. Summative Rating Calculation

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

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

HOW TO CALCULATE AN ANNUAL PERFORMANCE LEVEL?

Step 1: Calculate scores for Leadership Practice:

- The system provides that all sixteen (16) Indicators are equally weighted and combined as follows for the Leadership Practice Score.
- Each of the sixteen (16) Indicators earns a rating of HE, E, NI, or U.
- Each rating has a point value:

Rating	Points
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

- All point values are added.
- The total amount of points is divided by sixteen (16), to determine the average.
- The Leadership Practice Score, then falls within the Leadership Practice Ranges.
- The Range determines the Leadership Practice Score.

Leadership Practice Rating Score	Leadership Practice Ranges
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999

The Leadership Practice Score is valued at 60% of the overall score.

Step 2: Calculate scores for Deliberate Practice/SMART Objectives:

- The system provides that all 3 ratings are equally weighted and combined as follows for the Deliberate Practice Score.
- Each SMART Objective three (3) will earn a rating of HE, E, NI, or U.
- Each rating has a point value:

Rating	Points
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

- All point values are added.
- The total amount of points is divided by 3, to determine the average.
- The Deliberate Practice/SMART Objective Score, then falls with the Deliberate Practice/SMART Objective Ranges
- The Range determines the Deliberate Practice/SMART Objective Score.

Deliberate Practice/SMART Objective Rating Score	Deliberate Practice/SMART Objective Ranges
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999

Step 3: Calculate scores for Student Performance:

- Student Performance Rating is assigned.

Rating	Range
Highly Effective	3.450-4.000
Effective	2.500-3.499
Needs Improvement	2.000-2.499
Unsatisfactory	1.000 – 1.999

School Administrator Evaluation System

Step 4: Calculate the final summative rating:

Leadership Practice Score x .60

Deliberate Practice Score x .05

Student Performance Measure x .35

Leadership Practice Score x .60, Deliberate Practice/SMART Objective Score x .05, and Student Performance Score x .35 will equal the range and total the overall rating.

Overall Rating	Overall Range
Highly Effective	3.450-4.000
Effective	2.500-3.499
Needs Improvement	2.000-2.499
Unsatisfactory	1.000 – 1.999

Example:

Using the district's calculation methods and cut scores described above in sections A-C, illustrate how an elementary principal and a high school principal can earn a Highly

Administrator	Leadership Practice Score	Leadership Practice Rating	Deliberate Practice/SMART Objective Score	Deliberate Practice/SMART Objective Rating	Student Performance Score	Student Performance Rating	Overall Score	Overall Rating
Elementary Principal	3.400	Effective	4.000	Highly Effective	3.750	Highly Effective	3.553	Highly Effective
Elementary Principal	1.800	Unsatisfactory	1.000	Unsatisfactory	1.800	Unsatisfactory	1.760	Unsatisfactory
High School Principal	3.622	Highly Effective	3.000	Effective	3.500	Highly Effective	3.548	Highly Effective
High School Principal	1.950	Unsatisfactory	2.000	Needs Improvement	1.100	Unsatisfactory	1.655	Unsatisfactory

Effective and an Unsatisfactory summative performance rating respectively.

Appendix A – Evaluation Framework Crosswalks

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

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	Standard 1: Professional and Ethical Norms Indicator 1 and Indicator 2
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	Standard 1: Professional and Ethical Norm Indicator 1 and Indicator 2
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Standard 1: Professional and Ethical Norm Indicator 1 and Indicator 2
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Standard 1: Professional and Ethical Norm Indicator 1 and Indicator 2
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Standard 2: Vision and Mission Indicator 3 and Indicator 4

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
e. Recognize individuals for contributions toward the school vision and mission.	Standard 2: Vision and Mission Indicator 3 and Indicator 4
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
h. Develop and maintain effective relationships with the district office and governing board;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	Standard 5: Learning Environment Indicator 9 and Indicator 10
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Standard 5: Learning Environment Indicator 9 and Indicator 10
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	Standard 5: Learning Environment Indicator 9 and Indicator 10
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Standard 5: Learning Environment Indicator 9 and Indicator 10
6. Recruitment and Professional Learning	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<p><i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i></p>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	Standard 6: Decision Making Indicator 11 and Indicator 12
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Standard 6: Decision Making Indicator 11 and Indicator 12
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Standard 6: Decision Making Indicator 11 and Indicator 12
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	Standard 6: Decision Making Indicator 11 and Indicator 12
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	Standard 6: Decision Making Indicator 11 and Indicator 12
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	Standard 6: Decision Making Indicator 11 and Indicator 12
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	Standard 6: Decision Making Indicator 11 and Indicator 12
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	Standard 6: Decision Making Indicator 11 and Indicator 12
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Standard 6: Decision Making Indicator 11 and Indicator 12
7. Building Leadership Expertise	
<p><i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i></p>	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
c. Develop capacity in teacher leaders and hold them accountable; and	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
d. Plan for and provide opportunities for mentoring new personnel.	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	Standard 8: Building Leadership Expertise Indicator 15 and Indicator 16
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Standard 8: Building Leadership Expertise Indicator 15 and Indicator 16
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Standard 8: Building Leadership Expertise Indicator 15 and Indicator 16
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Standard 8: Building Leadership Expertise Indicator 15 and Indicator 16
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Standard 8: Building Leadership Expertise Indicator 15 and Indicator 16

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	Standard 1: Professional and Ethical Norms Indicator 1 and Indicator 2
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	Standard 1: Professional and Ethical Norms Indicator 1 and Indicator 2

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Standard 1: Professional and Ethical Norms Indicator 1 and Indicator 2
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Standard 1: Professional and Ethical Norms Indicator 1 and Indicator 2
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Standard 2: Vision and Mission Indicator 3 and Indicator 4
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Standard 2: Vision and Mission Indicator 3 and Indicator 4
e. Recognize individuals for contributions toward the school vision and mission.	Standard 2: Vision and Mission Indicator 3 and Indicator 4
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
h. Develop and maintain effective relationships with the district office and governing board;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Standard 3: School Operations, Management, and Safety Indicator 5 and Indicator 6
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Standard 4: Student Learning and Continuous School Improvement Indicator 7 and Indicator 8
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	Standard 5: Learning Environment Indicator 9 and Indicator 10
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Standard 5: Learning Environment Indicator 9 and Indicator 10
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	Standard 5: Learning Environment Indicator 9 and Indicator 10
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Standard 5: Learning Environment Indicator 9 and Indicator 10
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Standard 6: Recruitment and Professional Learning Indicator 11 and Indicator 12
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	Standard 7: Building Leadership Expertise Indicator 13 and Indicator 14
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	Standard 8: Meaningful Parent, Family, and Community Engagement Indicator 15 and Indicator 16
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Standard 8: Meaningful Parent, Family, and Community Engagement Indicator 15 and Indicator 16
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Standard 8: Meaningful Parent, Family, and Community Engagement Indicator 15 and Indicator 16
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Standard 8: Meaningful Parent, Family, and Community Engagement Indicator 15 and Indicator 16
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Standard 8: Meaningful Parent, Family, and Community Engagement Indicator 15 and Indicator 16

School Administrator Evaluation System

Appendix B – Observation Instruments for School Administrators

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

LEADERSHIP PRACTICES			
Unsatisfactory (U): Administrator's actions or impact of actions failed to meet the expected target.	Needs Improvement (NI): Administrator's actions or impact of actions partially met the expected target	Effective (EFF): Administrator's actions or impact of actions met the expected target.	Highly Effective (HE): Administrator's actions or impact of actions exceeded the expected target.
LEADERSHIP EVIDENCE		IMPACT EVIDENCE	
As seen in the leader's behaviors or actions		As seen in the behaviors or actions of the faculty, staff, students, community and or results	



Pines Assessment for School Administrators PASA Long Form

1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i>	
Assistant Principal:	School Principal:
<ul style="list-style-type: none">Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies.Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom.Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership	<ul style="list-style-type: none">Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies.Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom.Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.
Example Evidence (Including but not limited to): <ul style="list-style-type: none">Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriersDirect oversight of functionality of all subgroups e.g., (ESE, Response to Intervention, ELL)Discipline assemblies, Positive Behavior Intervention Support that shows implementation and effort toward continuous improvementHost and facilitate staff meetings on the Code of EthicsSummary Memos with concrete details and action steps that hold staff accountable with support for growth and improvementLeading student-focused initiatives e.g., (Attendance Counts, HEART) with outcome-based metricsAnalyzing performance surveys (Student, Parent, and Stakeholders)Adheres to District school board policies, and the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	

School Administrator Evaluation System

2. Vision and Mission

Effective educational leaders collaborate with parents, students and other stakeholders to develop, promote and enact a shared vision, mission and core values to promote the academic success and well-being of all students.

Assistant Principal:

- Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
- Collaborates in the collection, analysis, and utilization of student data to help drive decisions that support effective and rigorous instruction focused on the development of all students.
- Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote academic success and well-being of all students.
- Assists and supports the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.
- Recognizes individuals for contributions toward the school vision and mission.

School Principal:

- Collaborates with district/school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
- Collaborates with members of the school and community using relevant data to develop and promote a vision focused on successful learning and the development of all students.
- Collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.
- Strategically develops and implements systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.
- Recognizes individuals for contributions toward the school vision and mission

Example Evidence (Including but not limited to):

- School Advisory Council enrollment and strategically seeking parental input
- Teachers, students, and parents can attest to the leader's support for setting high academic expectations
- Leadership Team meetings
- Identifying external stakeholders for exceptional involvement in the school's mission
- Alignment to District's Strategic Plan
- The leader recognizes the accomplishments of individual teachers, student groups, and the whole school via newsletters, announcements, websites, social media and face-to-face exchanges
- Instituting strategic extended learning opportunities guided by leading and lagging achievement data
- Create a task force and monitor progress
- School improvement reflects the systematic analysis of the actionable cause of gaps in student performance and goals that support systemic improvements

School Administrator Evaluation System

3. School Operations, Management and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Assistant Principal:

- Collaborates with the principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.
- Collaborates with the principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.
- Utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.
- Inform the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.
- Collaborates with the principal to develop and maintain effective relationship with feeder and connecting schools for enrollment management and curricular instructional articulation.
- Develops and maintains effective relationships with district office and/or governing board.
- Collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.
- Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
- Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

School Principal:

- Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.
- Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.
- Utilizes and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders.
- Inform the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.
- Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develops and maintains effective relationships with the district office and/or governing board.
- Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.
- Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
- Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

Example Evidence (including but not limited to):

- Schedules and calendars for use of the facility reflect attention to instructional priorities
- Safety, Internal, Payroll, Property and Inventory, and Audit Exemptions
- Documentation of the process of the procedures to ensure compliance with BTA/SRA
- School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitors for actual implementation
- Internal Safety procedures that adhere to District policies
- School financial information shows an alignment of spending with instructional needs
- Document meetings that address conflict and reflect constructive conversations
- Matriculation and articulation plans that will maintain and/or increase enrollment

School Administrator Evaluation System

4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i>	
Assistant Principal: <ul style="list-style-type: none">▪ Assists with the implementation and monitoring of systems and structures that empower instructional personnel to promote high expectations for the academic growth and well-being of all students.▪ Monitors and ensures the school's learning goals and instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.▪ Collaborates with teachers and the school leadership team to create an evidence-based intervention and enrichment plan focused on learning.▪ Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.▪ Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.▪ Supports and openly communicates the need for, process for, and outcomes of improvement efforts.▪ Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	School Principal: <ul style="list-style-type: none">▪ Creates and maintains a school climate and culture of high expectations and empowers school personnel to support academic growth and well-being of all students.▪ Aligns the school's learning goals to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.▪ Develops a structure that empowers school personnel to work as a system and focuses on providing evidence-based intervention, acceleration, and enrichment to meet student needs.▪ Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps.▪ Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.▪ Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.▪ Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.
Example Evidence (including but not limited to): <ul style="list-style-type: none">• Pacing guides focus assignments and activities planned for students on learning goals and state standards• The leader provides coaching or other assistance to teachers struggling with the use of the learning goals strategy• School Improvement Plan goals and actions are linked to targeted academic standards• Collaborative work systems (e.g., data teams, RtI, Professional Learning Communities) agendas and minutes reflect recurring engagements with interim and formative assessment data• Professional Learning Communities will show evidence of recurring meetings and focus on student learning needs and outcomes• Teacher and student tracking of progress through data charts results in student success• Coaching and professional development opportunities to school personnel on data analysis, interpreting assessment results, and using data for instructional decision-making	

School Administrator Evaluation System

5. Learning Environment <i>Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.</i>	
Assistant Principal: <ul style="list-style-type: none">Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment.Facilitates an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	School Principal: <ul style="list-style-type: none">Develops and maintains routines and procedures that foster a safe, respectful, inclusive, and student-centered learning environment.Cultivates and protects an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.
Example Evidence (Including but not limited to): <ul style="list-style-type: none">*BRIDGES Pacing Deadline Chart*Inclusive student-centered learning environment (e.g., Best Buddies and ELL clubs)Positive outcomes as a result of the School Positive Behavior Plan and Evidence of Equity planProvide support and feedback on BRIDGES evaluation processProgress Monitoring data analysis by subgroupsExtended Learning OpportunitiesDocumentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staffLeader does surveys and other data collections that assess school conditions that impact student well-beingThe leader provides programs and supports for students not making adequate progress	

School Administrator Evaluation System

6. Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Assistant Principal:

- Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, and the academic success of all students.
- Tends to personal learning and effectiveness by engaging in needs-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Collaborates with the principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.
- Supports the principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.
- Collaborates with the principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.
- Collaborates with the principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.
- Adheres to the professional learning standards adopted by the State Board of Education and planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

School Principal:

- Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, in the academic success of all students.
- Tends to personal learning and effectiveness by engaging in needs-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.
- Develops instructional personnel's professional knowledge and skills by providing access to differentiated, needs-based opportunities for growth guided by understanding of professional and adult learning strategies.
- Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement.
- Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
- Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.
- Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

Example Evidence (Including but not limited to):

- Hiring/Induction process that supports higher employee engagement, satisfaction and retention
- Agendas, memorandum, and other documents provided to support New Teacher Orientation
- Agendas, documents, or anecdotal records that reflect recurring engagement in TIER Programs
- Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning
- Gathering feedback that provides valuable insight into the effectiveness of the onboarding and support system process
- Professional Development Plan including implementation, evaluation and impact
- Monitoring academic coaches that are supporting struggling teachers and ESP
- Collaboration with Coaching and Induction Department
- Support plan for leadership opportunities for LEAD, Propel and PPP
- Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level

School Administrator Evaluation System

7. Building Leadership Expertise

Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.

Assistant Principal:

- Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content.
- Collaborates with the principal to cultivate a diverse group of emerging educator leaders.
- Develops capacity in educator leaders and holds them accountable.
- Plans for and provides opportunities for mentoring new personnel.

School Principal:

- Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
- Cultivates current and potential school leaders and assists with the development of a diverse pipeline of future leaders.
- Develops capacity by delegating tasks to other school leaders and holding them accountable.
- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

Example Evidence (Including but not limited to):

- Collegial work groups are recognized, and their best practices are shared
- Open door policy for staff and stakeholders
- Tapping potential leaders for a variety of leadership roles and monitoring for effectiveness
- Mentoring/Induction programs for aspiring leaders
- Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders
- Set up accountability measures to track progress on delegated task

School Administrator Evaluation System

8. Meaningful Parent, Family and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

Assistant Principal:

- Understands, values, and employs the community's cultural, social, and intellectual context and resources.
- Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders.
- Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.
- Recognizes stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance.

School Principal:

- Understands, values, and employs the community's cultural, social, and intellectual context and resources.
- Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders.
- Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.
- Recognizes stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance.

Example Evidence (Including but not limited to):

- Responding to parent concerns in 24-48 hours
- Evidence of communication, visibility, and accessibility in school and community (e.g., agendas of meetings, newsletters, e-mail correspondence, calendars, etc.)
- Promoting positive school climate and reputation
- Professional communication (e.g., school newsletter, website, parent links, social media, etc.)
- Involvement in community events

** Portfolios are not required or recommended*

Appendix C – Student Performance Measures

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

Elementary School	
Assessment	Methodology
4 th -5 th Grade FAST ELA/Math	Comparison Model

Middle School	
Assessment	Methodology
6 th -8 th Grade FAST ELA/Math	Comparison Model
8 th Grade FCAT Science	Comparison Model
Civics EOC	Comparison Model
Biology EOC	Comparison Model
Geometry EOC	Comparison Model
Algebra I EOC	Comparison Model

High School	
Assessment	Methodology
9 th -10 th Grade FAST ELA	Comparison Model
9 th Grade Algebra I EOC	Comparison Model
Biology EOC	Comparison Model
Geometry EOC	Comparison Model
U.S. History EOC	Comparison Model

School Administrator Evaluation System

Appendix D – Summative Evaluation Forms

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

For Assistant Principals

 <p align="center">Pembroke Pines Charter Schools Pines Assessment for School-Based Administrators (PASA) FINAL</p>			
Principal Name	Personnel #	School Year	
Location Name		Location #	
Teaching & Learning Director: _____			
SMART OBJECTIVES			
SMART Objectives = Specific, Measurable, Attainable, Relevant, Time-bound			
Unsatisfactory (U) Actions or impact of actions failed to meet the targeted goal/outcomes. No significant effort was made to work on the goal/outcomes.	Needs Improvement (NI) Actions or impact of actions partially met the targeted goal/outcomes. Minimum effort was made to work on the goal/outcomes.	Effective (EFF) Actions or impact of actions met the targeted goal/outcomes. Significant effort was made to work on the goal/outcomes.	Highly Effective (HE) Actions or impact of actions exceeded the targeted goal/outcomes. The effort to work on the goal/outcomes exceeded the expectation.
SMART OBJECTIVE #1		Mid-Year: <input checked="" type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
<hr/> <hr/> <hr/>			
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
<hr/> <hr/> <hr/>			
SMART OBJECTIVE #2		Mid-Year: <input checked="" type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
<hr/> <hr/> <hr/>			
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
<hr/> <hr/> <hr/>			
SMART OBJECTIVE #3		Mid-Year: <input checked="" type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
<hr/> <hr/> <hr/>			
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
<hr/> <hr/> <hr/>			

Page 1 of 6

School Administrator Evaluation System

Assistant Principal Name _____ Personnel # _____ School Year _____

LEADERSHIP PRACTICES			
Unsatisfactory (U) Administrator's actions failed to meet the expected target.	Needs Improvement (NI) Administrator's actions partially met the expected target.	Effective (EFF) Administrator's actions met the expected target.	Highly Effective (HE) Administrator's actions exceeded the expected target.
LEADERSHIP EVIDENCE	IMPACT EVIDENCE		
As seen in the leader's behaviors or actions	As seen in the behaviors or actions of the faculty, staff, students, community and/or results		
1. Professional and Ethical Norms			
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i>			
Assistant Principal: <ul style="list-style-type: none"> • Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. • Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. • Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. • Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership. 			
Mid-Year		FINAL	
Indicator 1 - Leadership Evidence: <input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
Indicator 2 - Impact Evidence: <input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
2. Vision and Mission			
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, promote, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>			
Assistant Principal: <ul style="list-style-type: none"> • Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborates in the collection, analysis, and utilization of student data to help drive decisions that support effective and rigorous instruction focused on the development of all students. • Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Assists and supports the development and implementation of systems to achieve the vision and mission of the school - reflecting and adjusting when applicable. • Recognizes individuals for contributions toward the school vision and mission. 			
Mid-Year		FINAL	
Indicator 3 - Leadership Evidence: <input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
Indicator 4 - Impact Evidence: <input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	

School Administrator Evaluation System

Assistant Principal Name _____ Personnel # _____ School Year _____

3. School Operations, Management and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Assistant Principal:

- Collaborates with the principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.
- Collaborates with the principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.
- Utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.
- Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.
- Collaborates with the principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular instructional articulation.
- Develops and maintains effective relationships with district office and/or governing board.
- Collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.
- Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
- Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

	Mid-Year				FINAL			
Indicator 5 - Leadership Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE
Indicator 6 - Impact Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Assistant Principal:

- Assists with the implementation and monitoring of systems and structures that empower instructional personnel to promote high expectations for the academic growth and well-being of all students.
- Monitors and ensures the school's learning goals and instruction are aligned to the state's student academic standards and the district's adopted curricula and K-12 reading plan.
- Collaborates with teachers and the school leadership team to create an evidence-based intervention and enrichment plan focused on learning.
- Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.
- Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.
- Supports and openly communicates the need for, process for, and outcomes of improvement efforts.
- Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.

	Mid-Year				FINAL			
Indicator 7 - Leadership Evidence:	<input type="radio"/>	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/>	<input type="radio"/> U	<input type="radio"/> NI
Indicator 8 - Impact Evidence:	<input type="radio"/>	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/>	<input type="radio"/> U	<input type="radio"/> NI

School Administrator Evaluation System

Assistant Principal Name _____

Personnel # _____

School Year _____

5. Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Assistant Principal:

- Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment.
- Facilitates an inclusive system that established a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.
- Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.
- Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate

Mid-Year

FINAL

Indicator 9 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 10 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

6. Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Assistant Principal:

- Assists with the hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, and the academic success of all students.
- Tends to personal learning and effectiveness by engaging in means based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Collaborates with the principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of the instructional personnel and students, and revises elements of the plan as needed.
- Supports the principal in monitoring and evaluating professional learning linked to district and school level goals to foster continuous improvement.
- Collaborates with the principal to monitors and evaluate professional practice and provide timely, actionable, and ongoing feedback to the instructional personnel that fosters continuous improvement.
- Collaborates with the principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.
- Adheres to the professional learning standards adopted by the State Board of Education and planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

Mid-Year

FINAL

Indicator 11 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 12 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

School Administrator Evaluation System

Assistant Principal Name _____ Personnel # _____ School Year _____

7. Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Assistant Principal:

- Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content.
- Collaborates with the principal to cultivate a diverse group of emerging educator leaders.
- Develops capacity in educator leaders and holds them accountable.
- Plans for and provides opportunities for mentoring new personnel.

	Mid-Year	FINAL
Indicator 13 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 14 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

8. Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

Assistant Principal:

- Understands, values, and employs the community's cultural, social, and intellectual context and resources. Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.
- Maintains high visibility and accessibility, and actively listens and responds to all stakeholders. Recognizes stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance.

	Mid-Year	FINAL
Indicator 15 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 16 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

School Administrator Evaluation System

Assistant Principal: _____ Personnel #: _____ School Year: _____

Location: _____ Location #: _____

DELIBERATE PRACTICE SCORE (5%)

_____ / _____

BASA Deliberate Practice Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

LEADERSHIP PRACTICE SCORE (60%)

_____ / _____

BASA Leadership Practice Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

STUDENT PERFORMANCE SCORE (35%)

_____ / _____

BASA Student Performance Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

OVERALL EVALUATION

_____ / _____

BASA Overall Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

PRINCIPAL'S
COMMENTS:

ASSISTANT
PRINCIPAL'S
COMMENTS:

Assistant Principal Name

Assistant Principal Signature

Date

Principal Name

Principal Signature

Date

School Administrator Evaluation System

For Principals

	Pembroke Pines Charter Schools Pines Assessment for School-Based Administrators (PASA) FINAL		
Principal Name	Personnel #	School Year _____	
Location Name		Location # _____	
Teaching & Learning Director:			
SMART OBJECTIVES SMART Objectives = Specific, Measurable, Attainable, Relevant, Time-bound			
Unsatisfactory (U) Actions or impact of actions failed to meet the targeted goal/outcomes. No significant effort was made to work on the goal/outcomes.	Needs Improvement (NI) Actions or impact of actions partially met the targeted goal/outcomes. Minimum effort was made to work on the goal/outcomes.	Effective (EFF) Actions or impact of actions met the targeted goal/outcomes. Significant effort was made to work on the goal/outcomes.	Highly Effective (HE) Actions or impact of actions exceeded the targeted goal/outcomes. The effort to work on the goal/outcomes exceeded the expectation.
SMART OBJECTIVE #1		Mid-Year: <input type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
SMART OBJECTIVE #2		Mid-Year: <input type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	
SMART OBJECTIVE #3		Mid-Year: <input type="radio"/> On Track to Meet Target <input type="radio"/> Need to Discuss	
END OF YEAR RESULTS		<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	

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School Administrator Evaluation System

Principal Name _____ Personnel # _____ School Year _____

LEADERSHIP PRACTICES												
Unsatisfactory (U) Administrator's actions failed to meet the expected target.	Needs Improvement (NI) Administrator's actions partially met the expected target.	Effective (EFF) Administrator's actions met the expected target.	Highly Effective (HE) Administrator's actions exceeded the expected target.									
LEADERSHIP EVIDENCE	IMPACT EVIDENCE											
As seen in the leader's behaviors or actions	As seen in the behaviors or actions of the faculty, staff, students, community and/or results											
1. Professional and Ethical Norms												
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.												
<p>School Principal:</p> <ul style="list-style-type: none"> • Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. • Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. • Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. • Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership. 												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 2px;">Mid-Year</td> <td style="width: 50%; text-align: center; padding: 2px;">FINAL</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Indicator 1 - Leadership Evidence:</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Indicator 2 - Impact Evidence:</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> </tr> </table>					Mid-Year	FINAL	Indicator 1 - Leadership Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE	Indicator 2 - Impact Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE
Mid-Year	FINAL											
Indicator 1 - Leadership Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE										
Indicator 2 - Impact Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE										
2. Vision and Mission												
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, promote, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.												
<p>School Principal:</p> <ul style="list-style-type: none"> • Collaborates with district/school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborates with members of the school and community using relevant data to develop and promote a vision focused on successful learning and the development of all students. • Collaborates to develop, implement, and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students. • Strategically develops and implements systems to achieve the vision and mission of the school - reflecting and adjusting when applicable. • Recognizes individuals for contributions toward the school vision and mission. 												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 2px;">Mid-Year</td> <td style="width: 50%; text-align: center; padding: 2px;">FINAL</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Indicator 3 - Leadership Evidence:</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Indicator 4 - Impact Evidence:</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> <td style="text-align: center; padding: 2px;">● U ● NI ● EFF ● HE</td> </tr> </table>					Mid-Year	FINAL	Indicator 3 - Leadership Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE	Indicator 4 - Impact Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE
Mid-Year	FINAL											
Indicator 3 - Leadership Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE										
Indicator 4 - Impact Evidence:	● U ● NI ● EFF ● HE	● U ● NI ● EFF ● HE										

School Administrator Evaluation System

Principal Name _____ Personnel # _____ School Year _____

3. School Operations, Management and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

School Principal:

- Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.
- Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.
- Utilizes and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.
- Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.
- Develops and maintains effective relationship with feeder and connecting schools for enrollment management and curricular instructional articulation.
- Develops and maintains effective relationships with district office and/or governing board.
- Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.
- Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

Collaborate with the district and school leaders to create and implement policies that address and reduce chronic

Mid-Year

FINAL

Indicator 5 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 6 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

School Principal:

- Creates and maintains a school climate and culture of high expectations and empowers school personnel to support academic growth and well-being of all students.
- Aligns the school's learning goals to the state's student academic standards and the district's adopted curricula and K-12 reading plan.
- Develops a structure that empowers school personnel to work as a system and focuses on providing evidence-based intervention, acceleration, and enrichment to meet student needs.
- Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps.
- Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidences by student performance and growth on local, statewide, and other applicable assessments.
- Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional

Mid-Year

FINAL

Indicator 7 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 8 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

School Administrator Evaluation System

Principal Name _____

Personnel # _____

School Year _____

5. Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

School Principal:

- Develops and maintains routines and procedures that foster a safe, respectful, inclusive, and student-centered learning environment.
- Cultivates and protect an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.
- Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.
- Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Mid-Year

FINAL

Indicator 9 - Leadership Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE
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Indicator 10 - Impact Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE
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6. Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

School Principal:

- Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement, and the academic success of all students.
- Tends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Identifies instructional needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.
- Develops instructional personnel's professional knowledge and skills by providing access to differentiated, needs-based opportunities for growth guided by understanding of professional and adult learning strategies.
- Monitors and evaluates professional learning linked to district and school level goals to foster continuous improvement.
- Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
- Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.

Adheres to the professional learning standards adopted by the State Board of Education in planning

Mid-Year

FINAL

Indicator 11 - Leadership Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE
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Indicator 12 - Impact Evidence:	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE	<input type="radio"/> U	<input type="radio"/> NI	<input type="radio"/> EFF	<input type="radio"/> HE
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School Administrator Evaluation System

Principal Name _____ Personnel # _____ School Year _____

7. Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

School Principal:

- Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
- Cultivates current and potential school leaders and assists with the development of a diverse pipeline of future leaders.
- Develops capacity by delegating tasks to other school leaders and holding them accountable.
- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring.

	Mid-Year	FINAL
Indicator 13 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 14 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

8. Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

School Principal:

- Understands, values, and employs the community's cultural, social, and intellectual context and resources.
- Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.
- Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.
- Recognizes stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with families on student

	Mid-Year	FINAL
Indicator 15 - Leadership Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE
Indicator 16 - Impact Evidence:	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE	<input type="radio"/> U <input type="radio"/> NI <input type="radio"/> EFF <input type="radio"/> HE

School Administrator Evaluation System

Principal: _____ Personnel #: _____ School Year: _____

Location: _____ Location #: _____

DELIBERATE PRACTICE SCORE (5%)

_____ / _____

BASA Deliberate Practice Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

LEADERSHIP PRACTICE SCORE (60%)

_____ / _____

BASA Leadership Practice Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

STUDENT PERFORMANCE SCORE (35%)

_____ / _____

BASA Student Performance Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

OVERALL EVALUATION

_____ / _____

BASA Overall Scale

Unsatisfactory	1.000-1.999	Needs Improvement	2.000-2.499
Effective	2.500-3.449	Highly Effective	3.450-4.000

DIRECTOR'S
COMMENTS:

PRINCIPAL'S
COMMENTS:

Principal Name

Principal Signature

Date

Teaching & Learning Director Name

Director Signature

Date