Rule 6A-5.030
Form AEST-2015
Effective Date: October 31, 2015
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**Directions:**  
This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

**Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system 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.**
1. **Performance of Students**

**Directions:**

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].

**Scoring Guide for Marzano School Leadership Evaluation System**

- The Marzano School Leadership Evaluation Model describes five domains with 24 elements of school leader behavior that research shows has an impact on raising student achievement. The domains and elements are broken down as follows:
  - Domain 1 - A Data-Driven Focus on Student Achievement (5 elements)
  - Domain 2 - Continuous Improvement of Instruction (5 elements)
  - Domain 3 - A Continuous Support for Guaranteed and Viable Curriculum (4 elements)
  - Domain 4 - Communication, Cooperation and Collaboration (5 elements)
  - Domain 5 - District Climate (6 elements)
  - Domain 6 - Resource Allocation (3 elements)

**Scoring for the Marzano District/School Leadership Evaluation Model**

The Marzano District/School Leadership Evaluation Model includes three components for Leadership Assessment:

- Leadership Practice - 35%
- Deliberate Practice - 15%
- Student Growth - 50%
Scoring for District Leadership Evaluation

Step 1: Rank elements within the five domains and total the scores within each level.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
<th>D4</th>
<th>D5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Elements Scored</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

- Step 2: Calculate the percentage each level received out of the total score for the domain.

<table>
<thead>
<tr>
<th>Percentages</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
<th>D4</th>
<th>D5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>55.56%</td>
<td>75.00%</td>
<td>80.00%</td>
<td>60.00%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>33.33%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>16.67%</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>11.11%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

- Step 3: Determine the score for each domain based on scoring rules.

<table>
<thead>
<tr>
<th>Score</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Innovation&gt;=65% and Beginning + Not Using&lt;=1%</td>
</tr>
<tr>
<td>3</td>
<td>Innovating + Applying&gt;=65%</td>
</tr>
<tr>
<td>2</td>
<td>Innovation + Applying&lt; 65% and Beginning + Not Using&lt; 50%</td>
</tr>
<tr>
<td>1</td>
<td>Beginning + Not Using&lt; 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Score Status</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
<th>D4</th>
<th>D5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status Score</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- Step 4: Calculate the weighted score for each domain.

<table>
<thead>
<tr>
<th>Status Score</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
<th>D4</th>
<th>D5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Weighted Score</td>
<td>0.40</td>
<td>1.20</td>
<td>0.60</td>
<td>0.20</td>
<td>0.30</td>
</tr>
</tbody>
</table>
- Step 5: Add all weighted scores and compare to scale for final leadership practice status score.
- Add all weighted scores and compare to scale for final leadership practice status score.

<table>
<thead>
<tr>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>&gt;=3.2</td>
</tr>
<tr>
<td>Effective</td>
<td>&lt;3.2 and &gt;=2.1</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>&lt;2.1 and &gt;=1.2</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>&lt;1.2</td>
</tr>
</tbody>
</table>

Overall Leadership Practice Status Score: 2.70
Overall Leadership Practice Status: Effective

- Scoring for Deliberate Practice

- Step 6: Calculate the Deliberate Practice average growth level. The Deliberate Practice Score measures progress against specific elements targeted by the leader for personal growth.

<table>
<thead>
<tr>
<th>Elements of Focus</th>
<th>Initial</th>
<th>Final</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Element 2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Element 3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Average Growth Level: 1.00

- Step 7: Find the deliberate practice score based on the scoring rules. The Deliberate Practice Score = 3.

<table>
<thead>
<tr>
<th>Deliberate Practice Score Rules</th>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>4</td>
<td>AGL &gt; 3 or &gt;=Level 4 on all targets</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
<td>AGL &gt; 2 or &gt;=Level 3 on all targets</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>2</td>
<td>AGL &lt;=2 or &gt;=Level 2 on all targets</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1</td>
<td>AGL = 0 or Level 1 or 0 on all targets</td>
</tr>
</tbody>
</table>

- Step 8: Add weighted leadership Practice, Deliberate Practice, and Student Growth Scores for the Final leadership Effectiveness Score.

<table>
<thead>
<tr>
<th>Final Score Components</th>
<th>Rating</th>
<th>Weight</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Leadership Practice Score</td>
<td>2.70</td>
<td>30%</td>
<td>0.81</td>
</tr>
<tr>
<td>Overall Deliberate Practice Score</td>
<td>3</td>
<td>20%</td>
<td>0.60</td>
</tr>
<tr>
<td>Overall Student Growth Score</td>
<td>2.65</td>
<td>50%</td>
<td>1.33</td>
</tr>
<tr>
<td>Final Score</td>
<td></td>
<td></td>
<td>2.74</td>
</tr>
<tr>
<td>Final Proficiency Level</td>
<td></td>
<td></td>
<td>Effective</td>
</tr>
</tbody>
</table>
For all district/school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

Franklin County uses a three year school average of the three most current years, for those district/school administrators who have been employed for three or more years. For a first year administrator they will receive their current year district or school average, based on the administrators staffing, for a second year administrator they would receive the district or school based average for two years of service.

For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

For a first year administrator it would be the district or schools average scores, based on the administrators staffing, for that year. For a second year administrator it would be the average of their first and second year scores, and for three or more years it’s the three most recent year average of the school.

2. **Instructional Leadership**

**Directions**

The district shall provide:

- For all district and school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.]. See *Performance of Students, pages* 2-4
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.]. Addendum # 1, Marzano Framework + Research
- For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.]. Addendum # 2
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.]. Addendum # 3
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.]. Addendum # 4
The following optional chart is provided for your convenience to display the crosswalk of the district’s evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

<table>
<thead>
<tr>
<th>Domain/Standard</th>
<th>Evaluation Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Student Achievement:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Student Learning Results:</strong></td>
<td></td>
</tr>
<tr>
<td>a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,</td>
<td>Marzano Domain 1</td>
</tr>
<tr>
<td>b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</td>
<td>Marzano Domain 1</td>
</tr>
<tr>
<td><strong>2. Student Learning As a Priority:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Enables faculty and staff to work as a system focused on student learning;</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>b. Maintains a school climate that supports student engagement in learning;</td>
<td>Marzano Domain 2, 5</td>
</tr>
<tr>
<td>c. Generates high expectations for learning growth by all students; and,</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td><strong>Domain 2: Instructional Leadership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Instructional Plan Implementation:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;</td>
<td>Marzano Domain 2, 3</td>
</tr>
<tr>
<td>b. Engages in data analysis for instructional planning and improvement;</td>
<td>Marzano Domain 3</td>
</tr>
<tr>
<td>c. Communicates the relationships among academic standards, effective instruction, and student performance;</td>
<td>Marzano Domain 3</td>
</tr>
<tr>
<td>d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,</td>
<td>Marzano Domain 3</td>
</tr>
<tr>
<td>e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</td>
<td>Marzano Domain 3</td>
</tr>
<tr>
<td>a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</td>
<td>Marzano Domain 2, 3</td>
</tr>
<tr>
<td>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>c. Employs a faculty with the instructional proficiencies needed for the school population served;</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</td>
<td>Marzano Domain 2</td>
</tr>
<tr>
<td>a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</td>
<td>Marzano Domain 5</td>
</tr>
<tr>
<td>b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</td>
<td>Marzano Domain 5</td>
</tr>
<tr>
<td>c. Promotes school and classroom practices that validate and value similarities and differences among students;</td>
<td>Marzano Domain 5</td>
</tr>
<tr>
<td>d. Provides recurring monitoring and feedback on the quality of the learning environment;</td>
<td>Marzano Domain 4</td>
</tr>
<tr>
<td>e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,</td>
<td>Marzano Domain 5</td>
</tr>
<tr>
<td>f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</td>
<td>Marzano Domain</td>
</tr>
</tbody>
</table>
### Domain 3: Organizational Leadership

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

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; Marzano Domain 4
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions; Marzano Domain 6.21
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; Marzano Domain 6.21
- d. Empowers others and distributes leadership when appropriate; and, Marzano Domain 4
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school. Marzano Domain 5

#### 5. Leadership Development:
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

- a. Identifies and cultivates potential and emerging leaders; Marzano Domain 4
- b. Provides evidence of delegation and trust in subordinate leaders; Marzano Domain 4
- c. Plans for succession management in key positions; Marzano Domain 4
- d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, Marzano Domain 4
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. Marzano Domain 5

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

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans; Marzano Domain 5
- b. Establishes appropriate deadlines for him/herself and the entire organization; Marzano Domain 5
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and, Marzano Domain 5
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. Marzano Domain 5

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

- a. Actively listens to and learns from students, staff, parents, and community stakeholders; Marzano Domain 5
- b. Recognizes individuals for effective performance; Marzano Domain 5
- c. Communicates student expectations and performance information to students, parents, and community; Marzano Domain 5
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; Marzano Domain 5
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. Marzano Domain 5
- f. Utilizes appropriate technologies for communication and collaboration; and, Marzano Domain 5
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. Marzano Domain 5

### Domain 4: Professional and Ethical Behavior

#### 8. Professional and Ethical Behaviors:
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; Marzano Domain 1, 5
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; Marzano Domain 1, 5
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; Marzano Domain 1, 5
- e. Demonstrates willingness to admit error and learn from it; and, Marzano Domain 1, 5
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Marzano Domain 1, 5
3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.; N/A
- The percentage of the final evaluation that is based upon the additional indicators; and N/A
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.]. N/A

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period. The Marzano plan covers deliberate practice in its Domains: 1, 2, & 3.
- Peer Reviews Franklin County does not offer peer reviews at this time.
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement. Student and parent surveys are reviewed; however, they have no direct effect on the administrators evaluation. If a series of surveys showed a problem then the administrator would be assign a growth plan to address the issue.
- Individual Professional Leadership Plan: Administrators will write their own Growth Plan for each school year. The identified needs from their prior years observation, will allow the administration and administrator to identify the areas needed to be addressed for professional development in the coming school year.
- Other indicators, as selected by the district? N/A
4. **Summative Evaluation Score**

**Directions:**

The district shall provide:

- The summative evaluation form(s); and **Addendum # 3**
- The scoring method, including how it is calculated and combined; **See pages 2-4**
- The performance standards used to determine the summative evaluation rating. **See Addendum 4**
- Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

**See pages 5 & 6 Scoring for Leadership Evaluation**
5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

District/school level administrators are evaluated by the Superintendent of Schools as their district supervisor. Documentation will be supported by the signature of the superintendent on the administrator’s observation plan, recorded at www. @ Effectvieeducator.com

- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

All district/school level administrators are provided an electronic copy of the evaluation plan each year. Evaluators are provided training from Marzano on the use and scoring of the evaluation model. The administrator’s professional development consist of the Marzano model, as well as, components of identification of rigor in instruction, inter-reliability and differential instruction.

- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

After the evaluation is completed the evaluator submits the scores through the IObservation system to the school administrator and a post meeting is scheduled. This is usually done with 7 days after the observation.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

Results from the evaluation are reviewed during the post conference. Areas which need to be addressed are covered and goals for the next year are recommended to the district/school administrator. The administrator will then write their growth plan to address the identified needs.

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Any administrator which scores a rating of less than effective on their evaluation, would be required to develop and implement, a monitored growth plan for the next school year.
• Documentation that all school administrators must be evaluated at least once a year
[Rule 6A-5.030(2)(f)7., F.A.C.].
All district/school administrators will be evaluated annually, per Florida State
Law & Franklin County School District contract.

• Documentation that the evaluation system for district/school administrators includes
opportunities for parents to provide input into performance evaluations when the
district determines such input is appropriate, and a description of the criteria for
inclusion, and the manner of inclusion of parental input [Rule 65.030(2)(f)9.F.A.C.].
Staff and parents climate surveys are conducted each year. This information is
not included in the evaluation system for the administrators. However, if
numerous comments identified an area of concern the superintendent or
evaluator, could review the areas of concern and ask the administrator to write,
and implement a growth plan to improve in that area of need.

• Description of the district’s peer assistance process, if any, for school administrators.
Peer assistance may be part of the regular evaluation system, or used to assist
personnel who are placed on performance probation, or who request assistance [Rule
6A-5.030(2)(f)11., F.A.C.]. N/A

• If included by a district, a description of the opportunity for instructional personnel to
provide input into a school administrator’s performance evaluation [Rule 6A-
5.030(2)(f)12., F.A.C.]. N/A
6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract [Rule 6A-5.030(2)(g)1., F.A.C.]..
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].

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 [Rule 6A-5.030(2)(g)4., F.A.C.].

Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

The school superintendent is the evaluator of the district/school based administrators. Upon completion of the evaluation IObservation generates the final evaluation results and the district/school administrator can review the restlts. The superintendent and school based administrator will review the results during the post observation conference which will be scheduled w/in 10 days of the completion of the evaluation.

If the administrator has the right to add any written responses to the evaluation report that will be inculded as part of the administration personnel file.
District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
  
  Periodic review of the evaluation ratings will be conducted to ensure validity and accuracy.

- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
  
  Reports from iObservation will assure that timely feedback is provided to school level administrator. When the observation has been marked “final” an email is sent to the administrator who was observed. The administrator then reviews the results, make comments. Additional opportunities will be available when the administrators have their post meeting.

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
  
  Annual review of the administrator evaluation system will be conducted with all evaluators and employees.

- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
  
  The final evaluation report will be used to identify areas of need or address “new” areas to expand the administrator’s abilities to support the district. A growth plan will be developed to identify and address the areas for professional develop.

- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].
  
  The data from iObservation, student data, teacher observations and climate surveys will be used to identify district and school improvement goals.

Appendix A – Checklist for Approval

**Performance of Students**
The district has provided and meets the following criteria:

For all school administrators:
- The percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:
- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:
- The district-determined student performance measure(s) used for personnel evaluations.

**Instructional Leadership**
The district has provided and meets the following criteria:

For all school administrators:
- The percentage of the evaluation system that is based on the instructional leadership criterion.
- At least one-third of the evaluation is based on instructional leadership.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:
- A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district’s evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:
- Procedures for conducting observations and collecting data and other evidence of instructional leadership.
**Other Indicators of Performance**

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

**Summative Evaluation Score**

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

**Additional Requirements**

The district has provided and meets the following criteria:

- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All school administrators must be evaluated at least once a year.

For school administrators:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district’s criteria for inclusion of parental input.
• Description of manner of inclusion of parental input.
• Description of the district’s peer assistance process, if any.
• Description of an opportunity for instructional personnel to provide input into a school administrator’s evaluation, if any.

**District Evaluation Procedures**

The district has provided and meets the following criteria:

• That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That 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.
• That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

**District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

• 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 evaluation system(s).
• The use of evaluation data to identify individual professional development.
• The use of evaluation data to inform school and district improvement plans.