

**Washington County School District  
District-Level Administrator Evaluation System**

March 2014

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“Effective leadership means more than simply knowing what to do– it’s knowing when, how, and why to do it. ...This combination of knowledge and skills is the essence of balanced leadership.”<sup>1</sup>

Waters, J.T., Marzano, R.J., & McNulty, B.A. (2003). Balanced Leadership

## INTRODUCTION

The Washington County School District presents the following District Level Administrator Evaluation (DLAE) which was developed in response to the Race to the Top (RTTT), Phase II Memorandum of Understanding (MOU), and in collaboration with the Panhandle Area Education Consortium (PAEC) members. Participating districts were required to develop district-level administrator evaluation systems as described in section (D)(2)(ii) of the MOU. While there is no legislative requirement for the district administrator evaluation, the Washington County School District wants consistency of instructional focus across the district; as evidenced in our *District Vision:* “*Quality Education Today for a Better Tomorrow*” and in our *Mission Statement* “*To empower all students to become well educated, productive citizens by providing high quality rigorous educational programs in a safe learning environment.*”

Instructional Personnel in Washington County School District Office to be evaluated will include the following titles: Director of Curriculum and Instruction, Director of Leadership, Director of Federal Programs, Director of Administrative Services, Director of Student Services, and Director of Transportation.

## **The Washington County School District District Level Administrator Evaluation System**

To accomplish the purpose set by the RTTT MOU, the district evaluation level administrator system for district administrators is:

- Focused on district instructional administrator actions that impact student learning , and;
- Supports professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The development of this evaluation system was grounded on:

- Contemporary research with an emphasis on cause and effect for district impacts on instructional improvement and student results;
- The actions of leaders at the district level and outcomes at the school site;
- Practices that enable central office administrators to become effective supporters of school leaders and instructional improvement rather than compliance agents; and
- Connections between existing evaluation and monitoring tools in districts, along with other district and state level priorities, including but not limited to Florida standards, professional development, multi-tiered system of supports (MTSS), common language, high effect size instructional strategies and deliberate practice.
- Alignment with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

This evaluation system is designed to support three processes:

- 1. Self-reflection** by the administrator on current proficiencies and growth needs (What am I good at? What can I do better?)
  - Self assessment and discussion with evaluator as improvement goals are set for the year.
- 2. Feedback** from the evaluator and others on what needs improvement.
  - Minimum of three formal meetings with evaluator during the year to discuss progress to meeting improvement and deliberate practice goals.
- 3. An annual summative evaluation** that assigns one of the four performance levels (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

### **What is Evaluated?**

The evaluation of district administrators is aligned with the evaluation of school leaders which is based on observation and evidence about certain leadership behaviors and the impact of a leader’s behavior on others. The evaluation has two components:

- 1. Student Growth Measures:** At least 40% of a school leader’s annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).

**2. The Leadership Practice:** This component contributes the remaining percentage 60% of the district administrator’s evaluation. Leadership Practice combines results of the District Core Practices and an additional Metric – **Deliberate Practice**. The Deliberate Practice will equate to 10% of the Leadership Practice. The Leadership Practices contribution to evaluation is based on observation of the administrator’s actions and the administrator’s impact on the actions and behaviors of others

### **Training and Implementation**

The Panhandle Area Educational Consortium will facilitate and coordinate with Houghton Mifflin, Leadership and Learning staff for Technical Assistance to member districts’:

1. Human Resource Coordinators for providing orientation within their respective districts
2. Evaluators’ understanding and use of the system.

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

1. Those being evaluated use these documents to guide self-reflection on practices that improve the work.
2. The evaluator provides both continuous feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
3. Those who are both evaluated by this system and evaluate others with it will do both.

### **Foundational Understandings**

1. The Research Framework(s) on which the evaluation system is based is associated with instruction or leadership practices. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework

2. Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system. This is promoted by their training on the following:

- a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- b. The Rubrics – how to distinguish proficient levels.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner.

4. Processes and procedures for implementing the evaluation system
  - a. Evidence gathering: Sources are indicated with each core practice.
  - b. Timeframes of the formal meetings are mutually negotiated while the summative meeting is set within the dates outlined by the School Board for completion of Evaluations.
  - c. Scoring rules refer to the Scoring Guide.

5. Student Growth Measures: WCSD will use 40% from student growth data and an additional 10% from the deliberate practice (the deliberate practice also contains student growth data).
  
6. Sources of information about the evaluation system: For additional information about the Washington County District Level Administrator Evaluation, Contact Pat Collins, Director of Administrative Services at 850-638-6222 or [pat.collins@wcsdschools.com](mailto:pat.collins@wcsdschools.com)

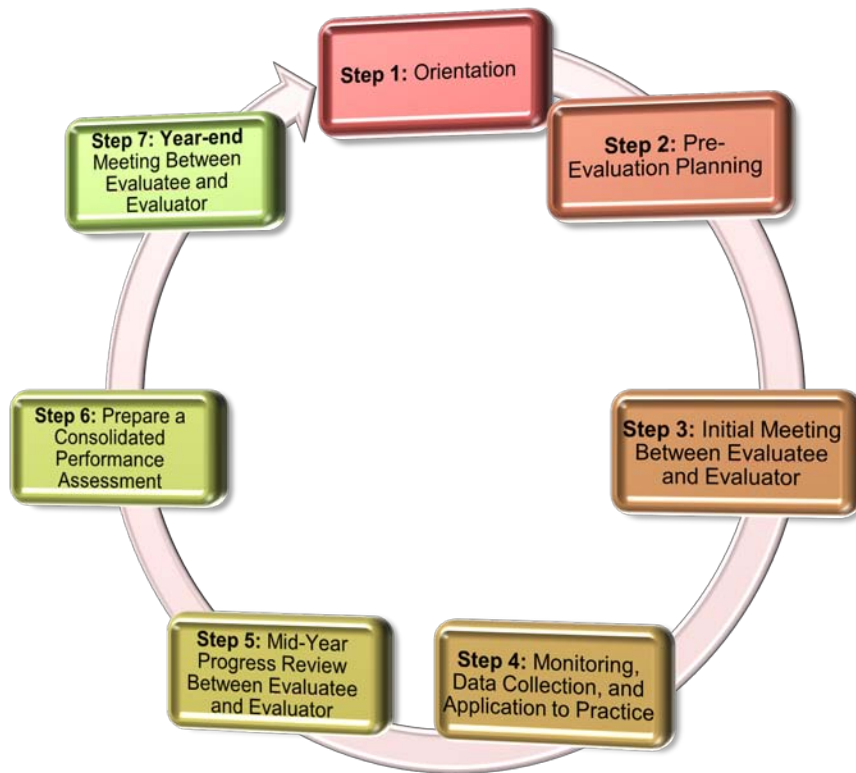
**Framework: Leadership Evaluation**

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other leadership research supported by Wallace Foundation 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.

## Washington County School District District Level Administrator Evaluation (Adapted from the Florida School Assessment Process)

The district implements the processes listed below to provide:

- **Guided self-reflection** on what's important to success as a district
- **Criteria for making judgments** about proficiency
- **Specific and actionable feedback** from colleagues and the evaluator focused on improving proficiency
- **Summative evaluation** of proficiency and determination of performance levels



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

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All s and evaluators should have access to the content and processes that are subject to the evaluation system. All s and evaluators should have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each district administrator is expected to engage in personal reflection on the connection between his/her practice and the core practices in the district evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the ‘Highly Effective’ rubric.

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

- Administrator’s self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or ship practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include the District Improvement Plan, student achievement data, prior evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the district administrator and for student achievement issues in the district.

**Step 3: Initial Meeting between evaluatee and evaluator:** A meeting on “expectations” held between district administrator and evaluator to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain and Core Practice(s) from the evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the district-supported initiatives are discussed.
- Such a meeting is typically face-to-face. (Meeting issues and follow-up can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the administrator’s growth and the summative evaluation.



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

- The administrator shares with evaluator evidence on practice on which the administrator seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on the administrator's actions or impact of administrator's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via email or telephone, or via memoranda.
- Collegial groups, mentors, professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

**Step 5: Mid-year Progress Review between evaluatee and evaluator:** At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and core practice areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if the administrator was proficient, the administrator is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and the administrator is asked to provide follow-up data on the indicator prior to the year-end conference.
  - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same core practice area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.

- Any actions or inactions which might result in an unsatisfactory rating on a domain or core practice area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *DLAE Feedback* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

**Step 6: Prepare a consolidated performance assessment:** The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator's evaluation.
- Review evidence on administrator's proficiency on core practices.
- Use accumulated evidence to rate each core practice area.
- Consolidate the ratings on core practice areas into domain ratings.
- Consolidate Domain ratings, using weights, to calculate a District Core Practice score.

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

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

Washington County School District  
District Level Administrator Evaluation (DLAE)  
Overview of Domains and Core Practices

The Washington County DLAE System identifies four (4) Domains consisting of nine (9) Core Practices as follows:

**Domain 1: Student Achievement**

Core Practice 1 – Getting Results

Core Practice 2 – Continuous Improvement of Teaching and Learning

Core Practice 3 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

Core Practice 4 – Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

**Domain 2: Instructional Leadership**

Core Practice 5 – Using the District’s School Administrator Evaluation System Effectively to Support, Monitor and Evaluate the Effectiveness of School Leaders

Core Practice 6 – Building School Leader’s Sense of Efficacy for School Improvement

**Domain 3: Organizational Leadership**

Core Practice 7 – Using Data as a Problem Solving Strategy at the District and School Level

Core Practice 8 – Ensuring Productive Leadership Succession

**Domain 4: Professional and Ethical Behaviors**

Core Practice 9 – Professional and Ethical Behaviors

Washington County School District  
District-Level Administrator Evaluation Weightings

A Multidimensional Leadership Assessment  
4 Domains – 9 Core Practice Areas

**A summative performance level is based:**

**40 % on Student Growth Measures (SGM)\* and  
60% on a Leadership Practice Score.**

**The LEADERSHIP PRACTICE SCORE (60%) is obtained from two metrics:**

- 1) District Core Practices (DCP) - 50% - Includes:  
Domain 1 – Student Achievement - 10% +  
Domain 2 – Instructional Leadership - 15% +  
Domain 3 – Organizational Leadership - 15% +  
Domain 4 – Professional and Ethical Behaviors - 10% +**
- 2) Deliberate Practice Score (DP) - 10%**

The district administrator's District Core Practices Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score.

\*IF the district differentiates the Student Growth Measure with district instructional personnel; the personnel, the percentage and the rationale must be listed.

## **Washington County School District**

### District Level Administrator Evaluation

#### Domain Rating Summary Sheet

Each of the domains in the District Level Administrator Evaluation system will be rated as Highly Effective, Effective, Needs Improvement or Unsatisfactory based on the ratings on each Core Practice within a domain. The information below shows the overall rating level for each domain.

#### **Domain 1 – Student Achievement – 3 Core Practices AND Domain 2 – Instructional Leadership – 3 Core Practices**

Highly Effective: 3 HE; 2HE and 1E; – No rating of NI or U permitted

Effective: 3 E; 1 HE and 2 E; 1HE, 1E and 1NI; 2E and 1NI; – No rating of U permitted

Needs Improvement: 3 NI; 2 NI and 1 E; 2NI and 1 HE; 2 NI and 1 U

Unsatisfactory: 3U; 2U and 1 of any other rating

#### **Domain 3 – Organizational Leadership - 2 Core Practices**

Highly Effective : 2 HE

Effective: 2 E; 1HE and 1E; 1HE and 1NI; 1E and 1NI – No rating of U permitted

Needs Improvement: 2 NI; 1 HE and 1U; 1E and 1U; 1 NI and 1 U;

Unsatisfactory: 2 U

#### **Domain 4 – Professional and Ethical Behaviors - 1 Core Practice**

Highly Effective: 1HE

Effective: 1E

Needs Improvement: 1 NI

Unsatisfactory: 1U

## Summary Sheet for Scoring of Domains and Conversion to a 50 point Scale

Domain	Rating	Points	Weight	Weighted Score
Domain 1 – Student Achievement			x .10	
Domain 2 – Instructional Leadership			x .15	
Domain 3 – Organizational Leadership			x .15	
Domain 4 – Professional and Ethical Behavior			x .10	

Once Domain Weighted Score is obtained, it is converted to a 50 point scale to obtain the DCP score:

Domain	Weighted value	Convert to 50 point scale	Domain Score
Domain 1 – Student Achievement	.40	x 50	
Domain 2 – Instructional Leadership	.45	x 50	
Domain 3 – Organizational Leadership	.45	x 50	
Domain 4 – Professional and Ethical Behavior	.40	X 50	
<b>TOTAL Core Practice Score</b>			

## District Deliberate Practice Guidelines

**Deliberate Practice: The administrator’s work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Domain Scores (Core Practices) to determine a summative leadership score.**

### District Deliberate Practice (DP) Proficiency Area(s) and Target(s) for District Administrator Growth

Deliberate Practice Priorities: The administrator and the evaluator identify 1 to 2 specific and measurable priority learning goals related to teaching, learning, or administrator practices that impact student learning growth. One or two targets are recommended.

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

The Deliberate Practice targets are specific and deeper learning related to teaching, learning, or leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional administrator.

Selecting Growth Targets:

Growth target 1: An issue that addresses a district or school improvement need related to student learning and either selected by the district or approved by administrator’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

Growth target 2: An issue related to a knowledge base or skill set relevant to instructional administrator selected by the administrator).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the administrator will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

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

**WASHINGTON COUNTY SCHOOL DISTRICT  
DISTRICT LEVEL ADMINISTRATOR EVALUATION**

**Pre- Assessment**

\_\_\_\_\_ Administrator: Self  
 \_\_\_\_\_ Evaluator  
 \_\_\_\_\_ Supervisor  
 \_\_\_\_\_ Other

<b>DOMAIN 1 – Student Achievement</b>
<p><b>Core Practice 1- Getting Results</b>            District administrators influence school site instructional leadership on improving desired student learning growth and achievement.</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>
<p><b>Core Practice 2 – Continuous Improvement of Teaching and Learning</b>            District administrators model continuous improvement while supporting individual and collegial professional learning in meaningful professional development.</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>
<p><b>Core Practice 3 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools</b>            District administrators need to know and understand the unique characteristics and challenges of each school and provide consistent, quality, coordinated, and differentiated support for school-wide improvement of teaching and learning</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>
<b>DOMAIN 2 – Instructional Leadership</b>
<p><b>Core Practice 4- Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes</b>            The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools by a deliberate practice of concentrating on a few professional growth targets in a set time period striving for deep learning and personal mastery.</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>
<p><b>Core Practice 5– Using the District’s School Administrator Evaluation System Effectively to Support, Monitor and Evaluate the Effectiveness of School Leaders</b>            District administrators monitor, support and evaluate principals’ effectiveness by using data and processes to improve principal performance on school leaders’ use of strategies supported by contemporary research, principal proficiency on issues contained in the district’s leader evaluation system and the Florida Principal Leadership Standards (FPLS).</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>
<p><b>Core Practice 6- Building School Leaders’ Sense of Efficacy for School Improvement</b>            District administrators impact building principals’ and assistant principals’ sense of efficacy for school improvement. The individual and collective efficacy provides a crucial link between district initiatives, school conditions, and student learning.</p> <p style="text-align: center;">( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b></p>



**DOMAIN 3 – Organizational Leadership**

**Core Practice 7- Using Data as a Problem Solving Strategy at the District and School Level**

District administrators assist school leaders use of data as a key tool for problem solving from collection of high quality data to transforming it into actionable evidence and understanding its implications for improvement efforts.

**Highly Effective**  **Effective**  **Needs Improvement**  **Unsatisfactory**

**Core Practice 8- Ensuring Productive Leadership Succession**

Succession planning is preparing others to become experienced and capable leaders to assume available challenging roles.

**Highly Effective**  **Effective**  **Needs Improvement**  **Unsatisfactory**

**DOMAIN 4 – Professional and Ethical Behaviors**

**Core Practice 9 - Professional and Ethical Behaviors**

District administrators demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their district that is clearly linked to the system-wide strategic objectives.

**Highly Effective**  **Effective**  **Needs Improvement**  **Unsatisfactory**

**COMMENTS**

**STRENGTHS and AREAS FOR GROWTH**

## District Deliberate Practice Growth Target

District Administrator's Name and Position: _____ Evaluators Name and Position: _____ Target for school year: <u>2014-15</u> Date Growth Targets Approved: _____ School Administrator's Signature: _____ Evaluator's Signature _____
Deliberate Practice Growth Target #: ___ (Insert target identification number here, the check one category below) <div style="text-align: center;"> <input type="checkbox"/> District Growth Target      <input type="checkbox"/> Administrator's Growth target                 </div>
Focus issue(s): Why is the target worth pursuing?
Growth Target: <i>Describe what you expect to know or be able to do as a result of this professional learning effort.</i>
Anticipated Gain(s): What do you hope to learn?
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. 2. 3.
Notes:

**Highly Effective**  
4 points

**Effective**  
3 points

**Needs Improvement**  
2 points

**Unsatisfactory**

**Washington County Schools District  
District Level Administrator Evaluation  
FEEDBACK FORM**

District Administrator

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**DOMAIN 1: Student Achievement**

Core Practice 1

Core Practice 2

Core Practice 3

**DOMAIN 2: Instructional Leadership**

Core Practice 4

Core Practice 5

Core Practice 6

**DOMAIN 3: Organizational Leadership**

Core Practice 7

Core Practice 8

**DOMAIN 4: Professional and Ethical Behavior**

Core Practice 9

**District Deliberate Practice:**

Evaluator: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Washington County School District  
District Level Administrator Evaluation (DLAE)  
Conference Summary/Proficiency Status Update - Short Form**

<b>District Administrator:</b>
<b>Supervisor:</b>
<p><b>This form summarizes feedback about proficiency areas and domains marked below based on consideration of evidence encountered during this timeframe:</b> _____</p> <p><b>Conference Date:</b> _____</p>

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

<b>Domain 1: Student Achievement</b>			
<input type="checkbox"/> <b>Highly Effective</b> 4 points	<input type="checkbox"/> <b>Effective</b> 3 points	<input type="checkbox"/> <b>Needs Improvement</b> 2 points	<input type="checkbox"/> <b>Unsatisfactory</b> 1 point
<p><b>Core Practice 1 - Getting Results</b> District administrators influence school site instructional leadership on improving desired student learning growth and achievement.</p>			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<p><b>Core Practice 2 – Continuous Improvement of Teaching and Learning</b> District administrators model continuous improvement while supporting individual and collegial professional learning in meaningful professional development.</p>			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<p><b>Core Practice 3 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools</b> District administrators need to know and understand the unique characteristics and challenges of each school and provide consistent, quality, coordinated, and differentiated support for school-wide improvement of teaching and learning</p>			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			

<b>Domain 2: Instructional Leadership</b>			
<input type="checkbox"/> <b>Highly Effective</b> 4 points	<input type="checkbox"/> <b>Effective</b> 3 points	<input type="checkbox"/> <b>Needs Improvement</b> 2 points	<input type="checkbox"/> <b>Unsatisfactory</b> 1 point
<p><b>Core Practice 4 – Engaging in Professional learning to Improve Leadership Practices and Student Learning Outcomes</b> The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools by a deliberate practice of concentrating on a few professional growth targets in a set time period striving for deep learning and personal mastery.</p>			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<p><b>Core Practice 5- Using the District’s School Administrator Evaluation System Effectively to Support, Monitor and Evaluate the Effectiveness of School Leaders</b> District administrators monitor, support and evaluate principals’ effectiveness by using data and processes to improve principal performance on school leaders’ use of strategies supported by contemporary research, principal proficiency on issues contained in the district’s leader evaluation system and the Florida Principal Leadership Standards (FPLS).</p>			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			

<b>Core Practice 6- Building School Leaders' Sense of Efficacy for School Improvement</b>			
District administrators impact building principals' and assistant principals' sense of efficacy for school improvement. The individual and collective efficacy provides a crucial link between district initiatives, school conditions, and student learning.			
( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b>			
<b>Domain 3 - Organizational Leadership</b>			
( ) <b>Highly Effective</b> <b>4 points</b>	( ) <b>Effective</b> <b>3 points</b>	( ) <b>Needs Improvement</b> <b>2 points</b>	( ) <b>Unsatisfactory</b> <b>1 point</b>
<b>Core Practice 7- Using Data as a Problem Solving Strategy at the District and School Level</b>			
District administrators assist school leaders use of of data as a key tool for problem solving from collection of high quality data to transforming it into actionable evidence and understanding its implications for improvement efforts.			
( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b>			
<b>Core Practice 8- Ensuring Productive Leadership Succession</b>			
Succession planning is preparing others to become experienced and capable leaders to assume available challenging roles.			
( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b>			

<b>Domain 4 - Professional and Ethical Behaviors</b>			
( ) <b>Highly Effective</b> <b>4 points</b>	( ) <b>Effective</b> <b>3 points</b>	( ) <b>Needs Improvement</b> <b>2 points</b>	( ) <b>Unsatisfactory</b> <b>1 point</b>
<b>Core Practice 9 - Professional and Ethical Behaviors</b>			
District administrators demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their district that is clearly linked to the system-wide strategic objectives.			
( ) <b>Highly Effective</b> ( ) <b>Effective</b> ( ) <b>Needs Improvement</b> ( ) <b>Unsatisfactory</b>			

**Washington County School District**  
**District Level Administrator Evaluation Scoring Guide**  
 (This form is used to calculate a Summative Performance Level)

Name: \_\_\_\_\_

Title: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Evaluator's Title: \_\_\_\_\_

Examine all sources of evidence for each of the four domains, using the results from the District Core Practice (DCP) process as it applies to the school leader's performance. Incorporate the Deliberate Practice (DP) Score. Refer to the Scoring Guide to rate District Core Practices and Deliberate Practice . Assign an overall evaluation of the school leader' performance, sign the form and obtain the signature of the school leader.

A. Leadership Practice Score  
 DCP score \_\_\_\_\_ x .50 = \_\_\_\_\_  
 Deliberate Practice Score x .10 = \_\_\_\_\_  
 Combined score is Leadership Practice Score: (=.60 of total) \_\_\_\_\_

B. Student Growth Measure Score: (=.40 of total) \_\_\_\_\_

C. Performance Score: \_\_\_\_\_

Performance Score ranges	Performance Level Rating
81 - 100	Highly Effective
51 - 80	Effective
21 - 50	Needs Improvement
0 - 20	Unsatisfactory

**PERFORMANCE LEVEL** is  
 **Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

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 District Administrator Signature:  
 \_\_\_\_\_

Evaluator Signature:  
 \_\_\_\_\_

Date: \_\_\_\_\_

# DISTRICT OFFICE CORE PRACTICES RUBRICS

## Core Practice #1: Getting Results

District administrators influence school site instructional leadership on improving desired student learning growth and achievement

### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: Student results for which the leader is responsible consistently exceed expectations. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: Student results for which the leader is responsible consistently meet expectations. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: Student results for which the leader is responsible are inconsistent in meeting expectations. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: Student results for which the leader is responsible are consistently below expectations. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p><b>Priority Attributes</b></p> <p>The district administrator can specifically document examples of decisions impacting teaching, assignment, curriculum alignment with standards, assessment alignment with standards, professional development supports aligned to personnel evaluation results, and interventions that have been made on the basis of problem solving using data analysis.</p> <p>The district administrator creates systems and approaches to monitor the level of academic achievement.</p>	<p>The district administrator is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.</p> <p>Priorities for student growth are established, understood by staff, and plans to achieve those priorities are aligned with the actual actions of the staff.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to improve student performance.</p> <p>The district administrator has taken some decisive actions to make some changes in time, principal and teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>The district administrator is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> <p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>and their impact on sub-group academic achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Agendas, memoranda, etc. reflect leader’s communications to principals on the role of state standards in curriculum, lesson, planning, and tracking student progress.</li> <li>• Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs.</li> <li>• Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to research-based practices and leadership actions.</li> </ul>		<ul style="list-style-type: none"> <li>• Principals’ meeting records verify recurring review of progress on state standards.</li> <li>• Principals use performance data to make instructional decisions.</li> <li>• Goals relevant to principals’ and teachers’ actions are evident and accessible.</li> <li>• Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.</li> <li>• Data and feedback from the district administrator’s walkthroughs and observations are used by principals and teachers to revise instructional practices.</li> </ul>	

<ul style="list-style-type: none"> <li>• Evidence the district administrator has a system for securing feedback from principals specific to prioritized instructional practices.</li> <li>• Feedback describes ways to enhance performance and reach the next level of proficiency.</li> <li>• The district administrator develops district policies, practices, procedures that validate and value similarities and differences among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.</li> <li>• Principals and teachers describe how they implement and support the various initiatives.</li> <li>• State or district web-based resources aligned with the initiatives are regularly accessed by principals and teachers.</li> <li>• The percentage of effective and highly effective teachers and principals increases.</li> <li>• Principals' records reveal data-based interventions and progress monitoring.</li> <li>• Principals and teachers can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how they implement those goals to impact individual students.</li> <li>• Principals can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>	

### Reflection Questions for Core Practice #1

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>How do you disaggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?</p> <p>How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?</p> <p>How frequently do principals recognize that your feedback is directly linked to improving both their personal performance and that of the school?</p>	<p>How do you support principals' conversations about how they recognize student growth toward mastery of the standards?</p> <p>How do you verify that all principals/faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?</p> <p>How do you engage principals/staff in sharing examples of their growth with other principals/staff?</p> <p>How do you improve your conferencing/communication skills so your feedback to staff/principals is both</p>	<p>By what methods do you enable principals/faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under their control?</p> <p>How do you engage more principals in the planning process so that there is a uniform principal understanding of the goals set?</p> <p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the principals/schools?</p>	<p>How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?</p> <p>How can frequent, focused, and constructive feedback support principals in improving their leadership practice?</p> <p>How do you learn about what initiatives should be implemented?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>



<p>What strategies might you employ to increase your ability to help your district level colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?</p>	<p>specific enough to be helpful and perceived as support rather than negative criticism?</p>	<p>How would you describe your efforts to understand what instructional/leadership improvements are needed and then communicate that in useful ways?</p>	
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# DISTRICT OFFICE CORE PRACTICES RUBRICS

## Core Practice #2: Continuous Improvement of Teaching and Learning

District administrators model continuous improvement while supporting individual and collegial professional learning in meaningful professional development.

### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The essential elements of a learning organization (i.e. personal mastery of competencies, teaming learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, shared vision, and system thinking. These fully operational capacities are focused on improving all students’ learning and closing learning performance gaps.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The leader’s actions reflect attention building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, teaming learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of these essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: There is no or minimal evidence of proactive leadership that supports emergence of learning organization focused on student learning as the priority function of the organization.</p>
<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Communicating a strong belief in the capacity of teachers and principals to improve the quality of teaching and learning, and in the district’s capacity to develop the organizational conditions needed for that to happen (high-collective efficacy)</li> <li>• Building consensus about core expectations for professional practice (Florida College and Career Ready Standards, NGSSS, teaching, leadership)</li> <li>• Directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula to achieve learning goals</li> <li>• Differentiating support to principals in relation to evidence of compliance and skill in implementing the expectations, with flexibility for school-based innovation</li> <li>• Setting clear expectations for school leadership practices and establish leadership development systems to select, train, and assist principals and teacher leaders consistent with district expectations</li> <li>• Providing organized opportunities for teachers and principals to engage in school- to-school communication, focusing on the challenges of improving student learning and programs</li> <li>• Developing and model strategies and norms for local inquiry into challenges related to student learning and program implementation</li> <li>• Coordinating district support for school improvement across organizational units (e.g., supervision, curriculum and instruction, staff development, human resources) in relation to district priorities, expectations for professional practice, and a shared understanding of the goals and needs of specific schools</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Team learning practices are evident among all levels of instruction and focused on students’ performance gaps.</li> <li>• Professional learning actions of all levels of instruction address student performance gaps.</li> <li>• Student performance gaps show improvement trends.</li> <li>• Meetings at every level focus on student learning.</li> <li>• There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.</li> <li>• Stakeholder questionnaire results address learning organization’s essential elements (i.e. personal mastery of competencies, teaming learning, examination of mental models, shared vision, and systemic thinking).</li> </ul>	

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

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

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

**Reflection Questions for Core Practice #2**

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>Has leadership resulted in people continually expanding their capacity to create the teaching and learning results desired?</p> <p>Is there evidence that new and expansive patterns of thinking are nurtured?</p> <p>Are stakeholders continually learning to see the “big picture” (i.e. the systemic connections between practices and processes)?</p>	<p>How do you monitor that collective actions are focused on student learning needs and making a difference for all students?</p>	<p>What essential elements of a learning organization have supports in place and which need development?</p> <p>Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to become involved?</p>	<p>What happens in districts that are effective learning organizations that do not happen in this district?</p> <p>How can you initiate work toward a learning organization by developing effective collaborative work systems?</p>

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #3: Providing Quality Support Services to Principals and Teachers and Contributing to the success of all Schools

District administrators need to know and understand the unique characteristics and challenges of each school and provide consistent, quality, coordinated, and differentiated support for school-wide improvement of teaching and learning

#### Rating Rubric

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: Enabling school leaders supervised to maximize time and capacities on school improvement priorities. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: Enabling school leaders supervised to prioritize time and capacities on school improvement priorities. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: Practices are used that distract school leaders from consistent attention to school improvement priorities. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: Use practices that interfere with school leaders consistent attention to school improvement priorities. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p>District administrators communicate with each other on their expectations for school sites, establish practical priorities, coordinate due dates, and adjust district expectations to accommodate teacher and principal learning priorities at the school site.</p> <p>The district administrator routinely shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders' focus on teaching and learning.</p> <p>Other leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in improving teaching and learning.</p>	<p>The link between school needs and the support delivered is in alignment with the department's/district's improvement plan.</p> <p>The district administrator clearly defines his/her role in supporting teaching and learning in schools.</p> <p>School leaders supervised are provided consistent guidance and support on balancing job responsibilities not related to instructional leadership and faculty development so that improvements in the learning environment do not take a secondary role.</p> <p>The district administrator keeps well-informed about school needs and issues, and maintains open lines of communication, and maintains ongoing monitoring.</p> <p>The district administrator provides a range of customized supports and works collaboratively with other district administrators to support school improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership practices related to improving support services for schools.</p> <p>The district administrator has taken some decisive actions to make some changes in their leadership practices, but additional actions are needed to generate consistent, high quality support for all schools.</p>	<p>The district administrator sends late or conflicting notices of due dates on issues requiring use of school site time or resources.</p> <p>Evidence of consistent, high quality support to schools is not routinely gathered and used to promote further growth.</p> <p>The district administrator is indifferent to the data about school needs, the administrator blames others and external characteristics for insufficient progress.</p> <p>The district administrator does not believe that the central offices play a role in improving student achievement.</p> <p>The district administrator has not taken decisive action to change leadership practices, or other variables in order to support to schools.</p>

<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Meeting agendas, presentations, and written messages reflect ways in which the district administrator builds the capacity of school leaders and staff members</li> <li>• School walkthrough’s, conference notes, written feedback and presentations reflect that the district administrator keeps well-informed and anticipates and responds to school needs</li> <li>• Meeting minutes, data reports and presentations reflect that the administrator communicates, cooperates, and collaborates with other departments in analyzing data to monitor and improve support services to schools</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Various operations in the school have shown improved efficiency and effectiveness due to the support from central office which may include; cafeteria routines, financial management, and bus arrival and departures.</li> <li>• Principal and teacher practices have changed as a result of the feedback from central office visits and feedback for growth</li> <li>• Principals and faculty talk about being part of a team with the central office and work in partnership with them to achieve their goals .</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i>  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Core Practice #3

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

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #4: Engaging in Professional learning to Improve Leadership Practices and Student Learning Outcomes

The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools by a deliberate practice of concentrating on a few professional growth targets in a set time period striving for deep learning and personal mastery.

#### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district administrator is engaged in multi-dimensional deliberate practice growth targets directly related to capacity to support improvements in the schools supervised. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district administrator is engaged in deliberate practice growth targets directly related to capacity to support improvements in the schools supervised. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The district administrator has limited engagement in deliberate practice growth targets directly related to job responsibilities but has limited focus on improvements in the schools supervised. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: The district administrator has no to minimal engagement in deliberate practice growth targets directly related to job responsibilities. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p>As a result of attending professional learning with principals the knowledge and skills are shared throughout the organization and with other departments in the district.</p> <p>The district administrator monitors their use of research based high effect size practices and uses the data to support the learning of other district leaders.</p> <p>The district administrator utilizes multiple strategies for seeking feedback from school leaders and uses the feedback to differentiate support based on prioritized needs</p> <p>Shares the results of their action research along with some of the things they are learning about leadership practices and the connection to student achievement with other district departments to maximize the impact of their personal learning experiences</p>	<p>The district administrator personally attends and actively participates in the professional learning required of principals</p> <p>The district administrator implements prioritized researched based high effect size practices to improve personal leadership effectiveness</p> <p>The district administrator actively seeks out and strategically utilizes feedback from principals to direct differentiated leadership for schools</p> <p>Documents the changes in leadership practice that is occurring monthly as a result of the monitoring</p>	<p>The district administrator attends professional learning for principals, but fails to actively engage becoming distracted with other responsibilities</p> <p>The district administrator is aware of the research on high effect size practices, but has yet to apply them to improve their personal leadership effectiveness</p> <p>The district administrator seeks out feedback from principals, but may or may not regularly use the data to differentiate their leadership for individual schools</p> <p>Minimal use of the action research process, and limited evidence of changes based on data</p>	<p>The district administrator does not attend professional learning required of principals</p> <p>The district administrator is not aware of research based high effect size practices</p> <p>The district administrator does not seek out feedback from principals to improve their own practices</p>

<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Professional development records indicate active participation in professional learning with district and principal leaders.</li> <li>• Deliberate Practice plan includes professional learning targets that are directly linked to the needs of the district.</li> <li>• Evidence the leader has applied lessons learned from the research to enhance personal leadership practices.</li> <li>• Case studies of action research are shared with subordinates and/or colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals’ anecdotal evidence of the district administrator’s support for and participation in professional learning.</li> <li>• Evidence that principal leaders are engaged in professional learning with the district administrator.</li> <li>• Changes in student growth data, discipline data, etc., after the district administrator’s professional development.</li> <li>• Principals can articulate professional learning shared by the district administrator after the professional learning was implemented.</li> <li>• Evidence of successful development and implementation of the district administrator’s deliberate practice plan.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>	

**Reflection Questions for Core Practice #4**

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

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #5: Using the District’s School Administrator Evaluation System Effectively to Support, Monitor and Evaluate the Effectiveness of School Leaders

District administrators monitor and support principals’ effectiveness by using data and processes to improve principal performance on school leaders’ use of strategies supported by contemporary research, principal proficiency on issues contained in the district’s leader evaluation system and the Florida Principal Leadership Standards (FPLS).

#### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the learning environment. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The district administrator is inconsistent in their use of school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: The district administrator seldom uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site. Attributes of the district administrator needing improvement on this core practice include:</p>
<p>The district administrator’s monitoring process generates a shared vision of high expectations for proficiency on the FPLS, FEAPs, research-based instructional strategies, and the indicators in the principal evaluation system.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority goals are for the schools and the cause and effect relationship between principal practices and student achievement on those priority goals.</p> <p>The district administrator balances individual recognition with team and organization-wide recognition.</p>	<p>The district administrator’s effectiveness monitoring process provides the principal with a realistic overview of the current reality of principal effectiveness on the FPLS, FEAPs, and indicators in the principal evaluation system, and high effect size strategies.</p> <p>The district administrator has effectively implemented a system for collecting feedback from principals as to what they know, what they understand, where they make errors, and when they have misconceptions about high effect size leadership and instructional practices as part of an on-going inter-rater reliability process.</p> <p>Corrective and positive feedback is linked to organizational goals, and both the district administrator and school principals can cite examples of where feedback is used to improve individual and performance.</p>	<p>The district principal evaluation system is being implemented, but the process is focused on procedural compliance rather than on improving principal proficiency on the FPLS and high effect size leadership strategies.</p> <p>The district administrator adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve principal or organizational performance, or there are principals to whom feedback is not timely or not focused on priority improvement.</p> <p>The district administrator tends to view feedback as a linear process; something they provide principals rather than a collegial exchange of perspectives on proficiency where the district administrator learns from the principal’s expertise.</p>	<p>Monitoring does not comply with the minimum requirements of the district evaluation systems.</p> <p>Monitoring is not focused on principal proficiency in research-based strategies, FPLS and the FEAPs.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>



<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to:</p>
<ul style="list-style-type: none"> <li>• Schedules for school visits document monitoring of principals.</li> <li>• Data from school and classroom walkthroughs is focused on high-effect size strategies, FPLS, and FEAPs implementation.</li> <li>• Agendas for meetings address principal proficiency issues arising from the monitoring process.</li> <li>• Post observation conference notes reflect feedback on growth in proficiency on the FPLS and indicators in the district principal evaluation system instructional strategies.</li> <li>• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback on needed improvements in leadership practice.</li> <li>• Samples of written feedback provided to principals regarding prioritized leadership and instructional practices.</li> <li>• Evidence the district administrator has a system for securing feedback <i>from</i> principals specific to prioritized leadership and instructional practices.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• The principals document that the district administrator initiated professional development focused on issues arising from leadership effectiveness monitoring.</li> <li>• Principal meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FPLS, FEAPs, principal evaluation indicators, or research-based strategies.</li> <li>• Principals can describe the high-effect size leadership and instructional strategies employed across the school</li> <li>• Data and feedback from the district administrator’s walkthroughs and observations are used by principals to revise leadership and instructional practices.</li> <li>• Principals describe feedback from the district administrator in terms of recognizing leadership strengths and suggestions to take their effectiveness to the next level</li> <li>• Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

**Reflection Questions for Core Practice #5**

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>How do you convey to highly effective principals specific feedback that would move them toward even higher levels of proficiency?</p> <p>How do you engage highly effective principals in sharing a vision of effective leadership practices with their colleagues so that there is no plateau of “good enough”?</p>	<p>How do you improve your conferencing skills so your feedback to principals is both specific enough to be helpful and perceived as support rather than negative criticism?</p> <p>What are some examples of focused, constructive, and meaningful feedback that you provide to school principals? How does this support their learning?</p>	<p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of leadership practices and giving feedback to be an effective support for school principals?</p> <p>In what ways do you currently recognize principals in providing feedback and affirmation to them?</p> <p>To what extent do you acknowledge the efforts of teams, as well as individuals?</p>	<p>How do you improve your own grasp of what the FPLS, FEAPs and high effect size practices require so that your monitoring has a useful focus?</p> <p>How can frequent, focused, and constructive feedback support principals in improving their leadership?</p>

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #6: Building School Leaders’ Sense of Efficacy for School Improvement

District administrators impact building principals’ and assistant principals’ sense of efficacy for school improvement. The individual and collective efficacy provides a crucial link between district initiatives, school conditions, and student learning.

#### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: The district administrator’s influence on all school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: The district administrator’s influence on the majority of school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: The district administrator’s influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: The district administrator’s influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning and corrective action plans to change those conditions are not evident.. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<ul style="list-style-type: none"> <li>• The leader has developed an effective system of monitoring, which holds principals accountable for implementing and following up on what is learned during district sponsored professional development.</li> <li>• The leader provides individualized support for principals, depending upon the challenges they face in their school.</li> <li>• The leader provides a wide range of professional development opportunities to help build the instructional leadership capacities of principals.</li> </ul>	<ul style="list-style-type: none"> <li>• The district administrator establishes and maintains a district-wide focus on student achievement and instruction.</li> <li>• The leader encourages teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work.</li> <li>• The leader strives to provide stable district leadership as a contribution to principal efficacy.</li> <li>• The leader provides targeted and phased focuses for principal’s continuous improvement.</li> <li>• The leader requires the development of improvement plans in all schools, with improvement goals expected to be clear and aligned with state and district standards, but with considerable discretion left to the school to determine the paths to goal achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The district administrator is attempting to establish a district-wide focus on student achievement and instruction but these two issues compete with other initiatives</li> <li>• The leader occasionally includes principals and teachers in district-wide decisions that directly impact their work when it is convenient to do so.</li> <li>• The leader appears to be unwilling or unable to provide stable district leadership.</li> <li>• The leader provides professional development for principal’s continuous improvement however it lacks focus.</li> <li>• The leader encourages principals to develop improvement plans in all schools that are aligned with state and district standards, but with little discretion left to the school to determine the paths to goal achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The district administrator is unaware of the need to establish a district-wide focus on student achievement and instruction.</li> <li>• The leader never includes principals in district-wide decisions that directly impact their work.</li> <li>• The leader makes little or no effort to provide stable district leadership.</li> <li>• The leader provides either an excessive amount of or too little professional development for principals. For this leader it is either feast or famine.</li> <li>• The leader expects principals to develop improvement plans that are aligned with state and district standards, but with no discretion left to the school to determine the paths to goal achievement.</li> </ul>

<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• The district administrator is able to produce samples of multiple forms of communication (i.e., meeting agendas, e-mails, professional development documents, etc.) directed toward school principals establishing a clear sense of direction</li> <li>• The district administrator provides documentation (i.e., principal self-assessment and/or observational data) of the degree to which principals are implementing district-sponsored professional development</li> <li>• The district administrator produces documents (i.e. meeting minutes, etc.) that establish opportunities for principals and teachers to participate in district-wide decisions that directly impact on their work</li> <li>• The district administrator is able to provide documentation that school improvement plans are submitted by all schools and that the goals within the plans are clear and aligned with state and district standards</li> <li>• The district administrator provides recurring evidence that they are making available professional development opportunities to help build the instructional leadership capacities of principals</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide a clear sense of direction through establishment of achievement standards and provision of district-wide curriculum and/or programs</li> <li>• Teachers and school leaders track their progress toward “Effective” and higher implementation of prioritized professional development offerings</li> <li>• Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide principals and teachers opportunities to participate in district-wide decisions that have a direct impact on their work</li> <li>• Survey data from school leaders reflect a majority agreeing with the statement that district administrators help build the instructional leadership capacity of school principals</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p>	
<p><input type="checkbox"/> <b>Highly Effective</b>            <input type="checkbox"/> <b>Effective</b>            <input type="checkbox"/> <b>Needs Improvement</b>            <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>          	

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #7: Using Data as a Problem Solving Strategy at the District and School Level

District administrators assist school leaders' use of data as a key tool for problem solving from collection of high quality data to transforming it into actionable evidence and understanding its implications for improvement efforts.

#### Rating Rubric

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator and the leaders in schools supervised all employ data based problem solving to generate continuous improvement. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator and the leaders in schools supervised employ data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: There is inconsistent use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The district administrator and/or the leaders in schools supervised are inconsistent or not yet effective at employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: There is not priority attention to use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The leaders in schools supervised are seldom being engaged by the district administrator in employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:</p>
<b>Priority Attributes</b>			
The district administrator consistently uses multiple sources of data with problem solving strategies and monitors the problem solving/data practices at all schools supervised.	The district administrator is proficient is using Florida's problem solving/data driven decision making strategies.	The district administrator is familiar with, but does not consistently utilize Florida's problem solving/data driven decision making strategies.	The district administrator is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.
The district administrator has coached administrators in schools to improve their data analysis skills and to inform instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success.	The district administrator empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of meetings and professional development sessions.	The district administrator is aware of state and district results and adult performance data and has discussed those results with staff, but has not linked specific decisions to the data.	Evidence of student improvement or adult performance data are not routinely gathered or used to promote further growth.
Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.	The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.	Student achievement remains unchanged or declines. No changes in practices or processes have been implemented under the district administrator's direction designed to address achievement gaps.
Formative assessments are part of the district culture and interim assessment data is routinely used to review and adapt plans and priorities.	Formative assessment practices are employed routinely in the schools as part of the instructional program.	School level assessments are inconsistent in their alignment with the course standards.	School level assessments are not monitored for alignment with the implementation level of the standards.
Other district leaders credit this district administrator with sharing ideas, coaching, and	The district administrator routinely shares knowledge with principals to increase	The district administrator inconsistently shares knowledge with principals	

providing technical assistance to implement successful use of learning goals in standards-based instruction.	students' achievement.	and teachers to increase student achievement.	
<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Data files and analyses on a wide range of student performance assessments are in routine use by the district administrator.</li> <li>• Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs.</li> <li>• Analyses of trends and patterns in evaluation feedback on school proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs.</li> <li>• Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. The district administrator generates data that describes what improvements have occurred.</li> <li>• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used to communicate "current realities."</li> <li>• Procedures are in place to monitor and promote principal and teacher collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards.</li> <li>• Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data.</li> <li>• Professional learning for principals provided by the district administrator deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices.</li> <li>• Statistical analyses identify academic needs of sub-group members.</li> <li>• Documents reflect the district administrator's work in deepening principals' understanding of cultural and developmental issues related to improvement of academic learning growth by sub-group students.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Principals and teachers use performance data to make instructional decisions.</li> <li>• Department and team meetings reflect recurring attention to student performance data.</li> <li>• Principals identify changes in practice within their schools based on performance data analyses.</li> <li>• Principals and teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices.</li> <li>• A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all schools.</li> <li>• Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being</li> <li>• Principals and teachers track student progress practices.</li> <li>• Students track their own progress on learning goals.</li> <li>• Principals can describe interactions with the district administrator where effective assessment practices are promoted.</li> <li>• Principals attest to the district administrator's efforts to apply knowledge and skills of effective assessment practices.</li> <li>• Principals attest to the district administrator's frequent monitoring of assessment practices.</li> <li>• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students.</li> <li>• Professional development opportunities are provided for teachers regarding ways to adapt instruction to address diversity issues in the student body and community.</li> </ul>	

<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p> <p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>
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## Reflection Questions for Core Practice #7

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>How do you disaggregate data about school proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?</p> <p>How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?</p> <p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p> <p>What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?</p> <p>What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?</p> <p>What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?</p>	<p>How do you verify that all principals and teachers have sufficient grasp of the significance of student performance data to formulate rational improvement plans?</p> <p>What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?</p> <p>What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p> <p>What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p> <p>What are some critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?</p>	<p>By what methods do you enable principals to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?</p> <p>How do you engage principals and teachers in routinely sharing examples of student improvement?</p> <p>How might you structure a plan that establishes and maintains a district climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students and respects cultural diversity?</p> <p>What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?</p> <p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with principals and teachers to increase all students' achievement?</p> <p>How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p>	<p>How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?</p> <p>What processes should you employ to gather data on student improvements?</p> <p>What data other than end of year state assessments would be helpful in understanding student progress?</p> <p>What have you done to deepen your understanding of the connection between the instructional strategies of learning goals and tracking student progress?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p> <p>What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?</p> <p>How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p> <p>Why do sub-groups students like those in your district not perform as well as similar groups in other districts?</p> <p>In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your district to improve student learning?</p>

## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #8: Ensuring Productive Leadership Succession

Succession planning is preparing others to become experienced and capable leaders to assume available challenging roles.

#### Rating Rubric

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: Evidence of succession management practices is evident with viable successors in development for all positions supervised. Attributes of the highly effective district administrator on this core practice include:</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: Evidence of succession management practices is evident with viable successors in development for most positions supervised. Attributes of the effective district administrator on this core practice include:</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: Evidence of succession management practices is evident with viable successors in development for some positions supervised. Attributes of the district administrator needing improvement on this core practice include:</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: Evidence of succession management practices is evident with viable successors in development for few positions supervised. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p>Succession Management practices consistently result in qualified successors to all of the positions supervised.</p> <p>The district administrator provides support to school leaders to minimize the effects of frequent principal turnover</p> <p>The district administrator evaluates the succession program, makes adjustments as needed and engages other leaders in succession management processes by:</p> <ul style="list-style-type: none"> <li>• Providing support to school leader preparation programs.</li> <li>• Sharing successful succession planning practices with other district leaders.</li> <li>• Identifying talented teachers and leaders who have the potential to become school principals and district administrators</li> </ul>	<p>Succession Management practices consistently result in qualified successors to most of the positions supervised.</p> <p>The district administrator works to minimize the effects of frequent principal turnover.</p> <p>The district administrator implements the succession program for leaders by:</p> <ul style="list-style-type: none"> <li>• Ensuring principals effectively distribute leadership.</li> <li>• Ensuring principals newly assigned to schools to understand the existing culture of their schools, before determining substantial change.</li> <li>• Ensuring smooth transition from one principal to the next by clarifying the district’s expectations for the job to be done and by participating with teachers and the new principal in discussions about the principal’s work.</li> </ul>	<p>Succession Management practices result in qualified successors to some of the positions supervised.</p> <p>The district administrator understands the importance of stable leadership in schools however, little attention is given to minimizing principal turnover</p> <p>Inasmuch as the district administrator understands the district’s succession plan, the administrator does not use the plan to minimize the effects of principal turnover.</p> <p>Little to no effort on the part of the district administrator is made to increase the competency level of potential successor leaders within faculties.</p> <p>Does not model deliberate practice to subordinates and potential successors</p>	<p>Succession Management practices not evident or seldom result in qualified successors to the majority of the positions supervised.</p> <p>The district administrator is unaware of the research about the importance of stable school leadership, thus no effort is given to minimizing principal turnover</p>

<p><b>Leadership Evidence</b> of proficiency on this core practice may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Documents generated by the district administrator establish a clear pattern of attention to professional development that addresses succession management priorities.</li> <li>• Informal dialogues with school leaders routinely explore their interests in expanded involvement and future leadership roles.</li> <li>• The district administrator has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles.</li> <li>• The district administrator identifies succession problems.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• District/school leaders can attest to having been identified into applicant pools for leadership.</li> <li>• District/school leaders report that the district administrator has identified competency levels needed for leadership positions.</li> <li>• District/school leaders can understand the district’s succession plan and can describe transparent processes for being considered for leadership positions within the district.</li> <li>• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>	

**Reflection Questions for Core Practice #8**

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
<p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with other central office administrators to share highly effective succession planning practices?</p> <p>What are some of the strategies you have employed that help the district get work done during vacancy periods?</p>	<p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you replace key positions in the district?</p>



## DISTRICT OFFICE CORE PRACTICES RUBRICS

### Core Practice #9: Professional and Ethical Behaviors

Effective district administrators demonstrate personal and professional conduct consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in the district that is clearly linked to the system-wide strategic objectives.

#### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p> <p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p> <p>The leader demonstrates some growth in some areas based on professional learning.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <b>Illustrative examples</b> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <b>Illustrative examples</b> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• Samples of written feedback provided by parents</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.</li> <li>• Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community.</li> </ul>	

<p>regarding the leader’s judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</p> <ul style="list-style-type: none"> <li>• School improvement plan’s focus on student success and evidence of actions taken to accomplish such plans.</li> <li>• School safety and behavioral expectations promoted by the leader for the benefit of students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or student questionnaire results.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>     	

**Reflection Questions for Core Practice 9**

<b>Highly Effective:</b> Leaders action’s or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

### **Multi-Dimensional Leadership Framework Reference List**

- Research Foundations for the Florida District-Level Administrator Evaluation Framework, Houghton Mifflin, The Leadership and Learning Center 2013.
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- 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.
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ALL Core Practices are extracted from the 2013 The Leadership and Learning Center