Bay District Schools Administrative Evaluation System

Bay District Schools

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Superintendent of Schools

Table of Contents

Directions:

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

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

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1. **Performance of Students**

Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

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

	Principals	Assistant Principals Assistant Administrators
DP	23%	34%
Leadership Practice	44%	33%
Student growth/achievement	33%	33%
	100%	100%

For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

According to the Student Success Act (SB 736), at least 33% of the school administrator's evaluation must be based on student growth/achievement. It further stipulates that student learning growth/achievement must be assessed annually and measured by statewide assessments or, for

subjects not measured by state assessments, by district assessments. Whenever possible, three years of data will be considered.

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

According to the Student Success Act (SB 736), at least 33% of the school administrator's evaluation must be based on student growth/achievement of student assessments. It further stipulates that student learning growth/achievement must be assessed annually and measured by statewide assessments or, for subjects not measured by state assessments, by district assessments. FSA VAM scores are included in an administrator's evaluation, along with other evaluation specific assessments and weighted based on the number of students in the measurement. Whenever possible, three years of data will be considered. Each measurement's results are rated (as seen below) and the rating is result is then weighted based on the number of student's in the measurement for the number of years available to derive a total student growth/achievement. The administrator's student performance piece is built directly off of the results used to tabulate the teacher student performance results.

The following measurements are the approved measurements for use in the Teacher Evaluation System and will be included in the administrator if they are statistically relevant.

Approved Measurements

State Assessments (Required use)	District Assessments
• FSA Math/Reading VAM	• NWEA MAP
• Algebra 1 VAM	• Industry Certifications
• Biology	• Advanced Placement (AP)
• American History	• International Baccalaureate (IB)
• Geometry	• Advanced International Certificate of Education (AICE)
• Civics	• Dual Enrollment (DE)
	• Florida Alternate Assessment
	• Adult General Education
	• FSA (3rd grade)

There are many different classifications of teachers, courses, and assessments that cannot be easily captured in one easy to read table. The table below represents the bulk of grades, assessments and rubrics. *It is not an all-inclusive list and it should be recognized that gaps may occur.* In the event that an issue or question arises about the evaluation system and specifically the student growth/achievement section, either the Oversight Committee charged with monitoring the system, the Coordinator of Appraisal Systems, the Director of HR, and/or the Superintendent of Schools will make modification decisions. Every effort will be made to comply with the law, and be as fair as possible given the situation.

Note: In order to comply with the law, every effort will be made to apply a student growth/ achievement measurement based on the students that the teacher serves.

Grade	Measurement	Explanation
K-2	MAP-Reading and/or Math (Direct)	Teachers receive a direct measurement based on the reading and/or math achievement of assigned students. The district will use the percent of students exceeding their projected RIT. The rating will be based upon the Achievement Rubric.
3	FSA-Reading and/or math (Direct)	Teachers receive a direct measurement based on the reading and/or math achievement of assigned students. The district will use the BDS 3rd grade measurement as an attempt to account for ESE, ELL, attendance, 504 and mobility. The measurement will include the MAP results for fall, winter and spring and included along with the FSA 3rd grade result. The rating then for each teacher will be based upon the BDS VAM Rubric.
4-5	FSA Combined (reading and/or math) (Direct)	Teachers receive a direct measurement based on courses taught matched to FSA and the students in those courses. The measurement is based on a reading VAM <u>or</u> math VAM <u>or</u> reading/math VAM aggregate. For example, if the teacher teaches a reading class- the VAM is based on just reading. If the teacher teaches reading and math classes, then the VAM is based on a reading/math aggregate. The 3 year aggregate score will be used. The BDS VAM rubric will be used.
5	FSA Science (Direct)	Teachers receive a direct measurement based on courses taught matched to FSA-Science and the students in those courses. The rating will be based upon the Achievement Rubric.
K-5 Elective (PE, Music, Art)	FSA-Reading VAM (Indirect) MAP Reading	Teachers receive an indirect measurement based on the measurements of students assigned to them. Examples include: VAM Reading (Predicted versus actual) and MAP. Measurements are combined and weighted based on the number of students. See appropriate rubric.
Indirect Informational Note: The state will no longer submit an Indirect VAM score to districts for teachers not receiving a direct VAM. Bay District Schools will now use the following guidelines for this scoring: • A comparison will be made of students' reading predicted score versus actual score. • This information will then use the Achievement Rubric to derive the teacher's Indirect Rating and will be based on students' served.		
6-8	FSA VAM (Direct)	Teachers receive a direct VAM based on courses matched to FSA reading or math or reading/math aggregate and the students assigned to them. The BDS VAM measurement will be used.
	FSA VAM-Reading (Indirect)	Teachers in grades 6-8 with no direct measurement will receive an indirect measurement based on the FSA

		predicted measurement-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above.
	Algebra I (Direct) (7th grade)	Teachers receive a direct measurement based on Algebra 1 results of assigned students taking the Algebra 1 course. (Algebra 8th grade pass rates from FLDOE will be used.) The BDS Achievement measurement will be used.
	Algebra I (Direct) (8th grade)	Teachers receive a direct measurement based on Algebra 1 results of assigned students taking the Algebra 1 course. (Algebra 7th grade test scores) The BDS Achievement measurement will be used.
	Other State Required Assessments (Direct)	For Civics AND FSA (8th grade) Science, the district will use the data as provided by DOE. The Achievement rubric will be used.
9-12	FSA VAM (Direct)	Teachers receive a direct measurement based on reading or math or reading/math aggregate of the students assigned to them. The BDS VAM measurement will be used.
	FSA VAM (Indirect)	Teachers in grades 6-8 with no direct measurement will receive an indirect measurement based on the FSA VAM-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above.
	Alg 1 VAM (Direct) (9th grade)	Teachers receive a direct measurement based on Algebra 1 9th grade standardized score adopted by FLDOE of assigned students taking the Algebra 1 course. For grade 9 the BDS VAM measurement will be used. For grade 8, the achievement rubric will be used.
	Alg 1A (Direct)	For Algebra 1A a district created semester exam will be administered at the conclusion of the 2nd semester of Algebra 1A. The achievement rubric will be used.
	AICE, IB, AP and high school CTE industry certifications	Teachers receive a direct measurement based on students enrolled in the advanced academic course. Students are **required** to take the corresponding course examination. A minimum of 90% of the students enrolled at the beginning of the second semester in a course are tested. When threshold met: Total passed ÷ total tested When threshold not met: Total passed ÷ Total enrollment See Advanced Academic Achievement rubric.
	Dual Enrollment	Teachers receive a direct measurement based on Dual Enrolled (DE) students assessed using Gulf Coast State College (GCSC) approved exams for the course taken (Spring/Fall). The teacher level student growth

		proficiency level for this percentage group will be based on students' completion rate (final grade of A, B or C) as compared to GCSC students' completion rate for the same course. Scores are based on the final class score loaded in Focus. Students that are not scored are not counted. See DE Rubric.
	PERT Reading and Math (Direct)	The PERT will be included in a teacher's measurement as a direct measurement for the following courses (and the students assigned to them) using the Achievement Rubric: • Liberal Arts Math 1 and 2 (Concordant score =97) • Math for College Readiness and Algebra 2: (Math pass score= 114 and above) • English 3, English 3 honors, English 4, English 4 Honors, English 4: Florida College Prep (Reading 106 above, writing- 103 above. Both scores must be present to be included.)
	PERT Reading (Indirect)	If a 9-12 teacher does not have a direct measurement of any kind (PERT, IB, AICE, etc.), then the Reading pass score (106) of the student's assigned to them will be used applying the Achievement Rubric.
	Other State Required Assessments (Direct)	For Biology, US History, and Geometry the district will use the data as provided by DOE. The Achievement rubric will be used.
Adult Education/Haney	TABE (Direct)	The Achievement rubric will be used.
CC Washington/Jinks GAP Program	Credit Recovery	The Achievement rubric will be used to measure the number of students passing the Edgenuity course work.
ESE Pre-K, teachers at MKL, OT, PT, and SLP	IEP measurement	Based on data pulled from Enrich. Each assigned student's progress on all Curriculum and Learning Environment Domain IEP goal(s) (for speech-Speech goals) will be pulled directly from Enrich.

Summative Student Performance Rubrics

BDS VAM Rubric: (i.e. FSA VAM direct, Algebra I VAM)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
-.25 and below	-.24 to -.01	0.0 to .10	.11 and above

Advanced Academic Rubric: (i.e. AICE, IB, AP, and High School Industry Certifications)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	25% or greater students passed the exam	40% greater students passed the exam

K-3 MAP:

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	22% or greater students passed the exam	44% or greater students passed the exam	65% greater students passed the exam

Achievement Rubric: (i.e. MAP, FSA Indirect, TABE, IEP, state assessments, PERT, etc.)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	30% or greater students passed the exam	50% greater students passed the exam

Achievement Rubric-New Horizons/Rosenwald (i.e. EOC, FSA Indirect, PERT, Applied Communications, Edgenuity, etc.)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	20% or greater students passed the exam	50% greater students passed the exam

Dual Enrollment Rubric:

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
Students' Completion Rate 5% or More Below GCSC Rate	Students' Completion Rate Equal to the GCSC Rate Plus or Minus 4%	Students' Completion Rate 5% - 9% Above the GCSC Rate	Students' Completion Rate 10% or More Above the GCSC Rate

Considerations: Scores of 100% are considered Highly Effective; Scores of less than 100% with no comparable completion rate are Effective.

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

An administrator's School Level Student Growth/Achievement Measure will be determined based on the approved assessments used in the teacher-level evaluation and the number of students in each statistically relevant measurement.   (Measurements not statistically relevant (those with a small number of students in each measurement) are not included.) Please see the BDS Teacher Appraisal System Manual for a full list of approved measurements and appropriate rubrics.   For each statistically relevant measurement, the total number of assessments and the corresponding rubric (i.e. Advanced Placement) are then calculated to derive a rating. For each measurement, then the calculation is combined and is weighted based on the number of assessments. As other value-added state assessment measures are developed by the Florida Student Growth Implementation Committee, Bay District will include these measurements.

Administrative measurements are made up of multiple measurements like a teacher and multiple years. Since an administrator is often moved or transferred between facilities the measurement is computed at a one-year increment based on the scores at the cost center and then combined with score from the centers that the administrator was located at the prior two years.

Where M is the individual score/measurement and S is the number of students the result derived is a ratio…

$$Score = \frac{(M_1 * S_1) + (M_2 * S_2) + (M_3 * S_3) + (M_4 * S_4) + (M_. * S_.)}{\Sigma(S_1 + S_2 + S_3 + S_4 + S_.)}$$

Once the student growth rating is derived using the process above:
1. *Leadership Practice rating X appropriate percent.*
2. *DP rating X appropriate percent.*
3. *Student Growth/Achievement X 33%.*

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

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

	Principals	Assistant Principals Assistant Administrators
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	100%	100%

About Leadership Practice Scoring Process

The scoring model has these features:

- The summative performance labels specified in Section 1012.34, F.S. are also used in to summarize feedback on domains, proficiency areas, and indicators. They are:
  - Highly Effective (HE)
  - Effective (E)
  - Needs Improvement (NI)
  - Unsatisfactory (U)

- Direct Weighting: The Leadership Practice score is based on ratings for each of the four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership. The weightings are:
    - Domain 1: Student Achievement: 20%
    - Domain 2: Instructional Leadership: 40%
    - Domain 3: Organizational Leadership: 20%
    - Domain 4: Professional and Ethical Behavior: 20%

- Proficiency on Indicators leads to The Leadership Practice score.
    - Evidence from indicators (using applicable rubrics) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
    - Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
    - Ratings on Domains are combined (using tables in this scoring guide) to generate a Leadership Practice Score.

How to determine the Leadership Practice Score

Generating a score for the Leadership Practice has four steps:

Step One: Review Indicator Rubric
Review evidence and compare to indicator rubric. All rubrics and forms are included in the Appendix. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

Indicator ratings:

When assigning ratings to indicators in the Leadership Practice, the evaluator should begin by reviewing the indicator rubrics. These are "word-picture" descriptions of leadership behaviors in each of the four levels of leadership behavior—"Highly Effective", "Effective", "Needs Improvement", and "Unsatisfactory." The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the administrator performance.

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

The Leadership Practice rubrics are designed to give school administrators a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for use by the school administrator's Principal Assessment Leader/evaluator, they do reflect the key behaviors about which evaluators and school administrators should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for coaching and mentoring sessions.

Distinguishing between proficiency ratings:

Effective

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area.

Highly Effective

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

Needs Improvement

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

Unsatisfactory

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

Step Two: Rate each Proficiency Level

Ratings on the indicators in a Proficiency Area are used to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each Domain.

Step Three: Rate the Four Domains

Rating of the Domains is handled via the online management system, AIMS. Once the proficiency level is rated, the Domain is calculated. The tables below illustrate many of the scoring results based on the proficiency level rating.

Table 1

Domain Rating	Domain I: Student Achievement (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	• One Proficiency Area rated HE and one Effective, or • Both rated Effective
Needs Improvement if:	• One Proficiency Area rated HE or E and one rated NI or U • Both Proficiency Areas rated NI
Unsatisfactory if:	• One Proficiency Area rated NI and the other is rated U • Both are rated U

Table 2

Domain Rating	Domain 2: Instructional Leadership (Three Proficiency Areas)
Highly Effective if:	• All three Proficiency Areas are HE • Two Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Area rated E and one Effective or NI • All three Proficiency Areas rated E
Needs Improvement if:	• Any two Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 3

Domain Rating	Domain 3: Organizational Leadership (Four Proficiency Areas)
Highly Effective if:	• All four Proficiency Areas are HE • Three Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Areas rated E and two rated HE • All four Proficiency Areas rated E • Three Proficiency Areas rated E and one rated either NI or HE
Needs Improvement if:	• Two Proficiency Areas rated E and two rated NI • Any three Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 4

Domain Rating	Domain 4: Professional Behaviors (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

Step Four: Calculate the Leadership Practice Score

Note: This is handled inside the AIMS online management system.

The model now shifts to a weighted point system.   Once points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 5

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

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

Table 6

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 7

Domain	Rating	Points	Weight	Domain Weighed Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2: Instructional Leadership	E	2	.40	.8
Domain 3: Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

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

Example

Table 8

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain I Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	20	.2	x 100	20
Leadership Score						220

The Domain scores are added and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 9

Leadership Practice SCORE	Leadership Practice Proficiency Rating
240 to 300	Highly Effective (3)
151 to 239	Effective (2)
75 to 150	Needs Improvement (1)
0 to 74	Unsatisfactory (0)

The above rating for the Leadership score is then translated to a 3 (HE), 2 (E), 1 (NI) and 0 (U). This number is then multiplied by the appropriate percent for either the principal or assistant principal or assistant administrator.

1. *Leadership Practice rating (3, 2, 1, 0) X appropriate percent.*

2. *DP rating (3, 2, 1, 0) X appropriate percent.*

3. *Student Growth/Achievement (3, 2, 1) X 33%.*

Final Evaluation Rubric:

0	1	2	3
Unsatisfactory	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].

The Research Framework(s) on Which the Evaluation System is Based

Each research framework   is associated with particular approaches to instruction or leadership. The research aligned with the framework 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.

Bay District will employ the Florida model and the research supporting this multi-dimensional framework can be found on subsequent pages.

REFERENCE LIST

An illustrative reference list of works associated with the ***Multi-Dimensional Leadership Framework*** is provided below:

- Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.

- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD.

For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. **Student Learning Results:** Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	1.2, 1.3
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	1.2, 1.3
2. **Student Learning As a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	2.1, DP/PLC
b. Maintains a school climate that supports student engagement in learning;	2.1, DP/PLC
c. Generates high expectations for learning growth by all students; and,	2.1, 3.2, 3.6, 5.3
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	2.1, 5.4
Domain 2: Instructional Leadership	
3. **Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	3.2, 3.3, 3.5, 3.6, 4.2
b. Engages in data analysis for instructional planning and improvement;	1.2, 3.2, 3.3, 3.5, 3.6, 4.6,
c. Communicates the relationships among academic standards, effective instruction, and student performance;	3.2, 3.3, 3.5, 4.2
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	3.2, 3.3, 3.5
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	3.5
4. **Faculty Development:** Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	1.2, 4.2, 4.4, 4.5, 4.6
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	3.3, 4.2, 4.4
c. Employs a faculty with the instructional proficiencies needed for the school population served;	4.1
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	4.6
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	4.6
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	3.2, 3.3, 4.2, 4.5, 4.6, 5.2

5. Learning Environment:

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

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	5.2, 5.3, 5.4
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	5.3
c. Promotes school and classroom practices that validate and value similarities and differences among students;	5.3
d. Provides recurring monitoring and feedback on the quality of the learning environment;	1.2, 3.3, 4.2, 5.2, 5.3, 5.4, 6.3
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	5.2, DP/PLC
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	4.6, 3.2, 5.3, 5.4

Domain 3: Organizational Leadership

6. Decision Making:

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

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	1.2, 6.3, 6.5, 9.2
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	5.2, 6.5, 9.2, DP
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	4.2, 6.3, 6.5
d. Empowers others and distributes leadership when appropriate; and,	1.2, 6.3, 6.5, 7.1, 7.2, 8.2
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	4.6, 6.5

7. Leadership Development:

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

a. Identifies and cultivates potential and emerging leaders;	1.2, 7.1, 7.2
b. Provides evidence of delegation and trust in subordinate leaders;	7.1, 7.2, 8.3
c. Plans for succession management in key positions;	4.1, 7.1, 7.2
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	1.2, 6.3, 6.5, 7.1, 7.2, 8.2
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	7.1, 7.2, 8.2, 9.2, 9.3,

8. School Management:

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

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	6.3, 8.2, 8.3
b. Establishes appropriate deadlines for him/herself and the entire organization;	8.2, 8.3
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	8.2
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	8.2, 8.3

9. Communication:

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;	9.3
b. Recognizes individuals for effective performance;	3.3, 9.4
c. Communicates student expectations and performance information to students, parents, and community;	9.2, 9.3
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	9.3

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	9.3
f. Utilizes appropriate technologies for communication and collaboration; and,	9.2, 9.3
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	9.2, 9.3
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	As stated within contract
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	10.1
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	10.1, 10.2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	10.2, and DP
e. Demonstrates willingness to admit error and learn from it; and,	10.1
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Evaluation results

Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].

Domain 1: Student Achievement
20% of the Leadership Practice Score
The Superintendent will use climate surveys, School Grade, VAM, student growth/achievement results, FSA results, communications regarding principals and schools as well as input from staff to rate Domains 1, 3, 4.
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator
1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator
2.1 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership *40% of the Leadership Practice Score*	
The Division of K-12 will convene at the end of the school year to discuss evidence gathered and rate Domain 2.	
Observations	**Ongoing Regularly collected evidence (RCE)**
Standards-focused walkthroughs	**ESE**- Inclusion **Student Services**- MTSS, etc. **Department of K-12**- TOP/DA schools, liaison/coach usage, breakout sessions/PD, Graduation Assistance Team Meetings, etc.

Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator	
3.2 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.	
3.3 - Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.	

Proficiency Area 3 continued	
Indicator	**Evidence**
3.5 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
3.6 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.	

Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Indicator
4.1 - Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.
4.2 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
4.4 -Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the

leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

4.5 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

4.6 - Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver **culturally relevant and differentiated instruction** by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator

5.2 – Success-Oriented: The leader initiates and supports continuous improvement processes and a **multi-tiered system** of supports focused on the students' opportunities for success and well-being.

5.3 - Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

5.4 - Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3 - Operational Leadership
20% of the Leadership Practice Score

Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Indicator

6.3 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.

6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Indicator

7.1 - Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate

instructional goals.

7.2 – Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Indicator

8.2 - Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

Indicator

9.2 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

9.3 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

9.4 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4 - Professional and Ethical Behaviors
20% of the FSLA Score

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders 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 school that is clearly linked to the system-wide strategic objectives.

Indicator

10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.

10.2 - Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

The Superintendent will use climate surveys, School Grade, VAM, student growth/achievement results, FSA results, communications regarding principals and schools as well as input from staff to rate Domains 1, 3, 4. The Division of K-12 will convene at the end of the school year to discuss evidence gathered and rate Domain 2. Evidence collection includes standards-based walkthroughs led by content specialists, as well as regularly collected evidence by departments within the division. These departments include: ESE, Student Services, and the K-12 Curriculum and Instruction. Once all evidence has been considered, the Superintendent will decide the final leadership practice ratings.

Alternative Evaluation

Bay District Schools Evaluations Oversight Committee has authorized consideration of Alternative Evaluation option for Category 3 – 4 administrative personnel, excluding principals, with prior year BDS summative evaluation ratings of effective or highly effective.

- The Alternative Evaluation option uses the prior year evaluation ratings for the Leadership Practice portion of the evaluation. The prior year ratings serve as the foundation for the current year ratings.

- The Leadership Practice components may increase or decrease.

- The principal retains the right to extend, withdrawal, or not extend the Alternative Evaluation option to eligible personnel. The employee retains the right to accept or reject the Alternative Evaluation option.

<div align="center">**3.   Other Indicators of Performance**</div>

Directions:

The district shall provide:

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

The District will employ a Deliberate Practice as a part of administrator evaluations.

1   Step One: Identify the Primary PLC

All staff participate in a primary PLC. A person may communicate with several PLCs, but there must be a *primary PLC*.

Primary PLCs *may be*—

- For a **school level administrator**-
    - The administrative team (Smaller elementary admin teams ***may*** decide to include personnel such as guidance counselors into the primary PLC. This is up to the principal to decide the best course of action.)

2   Step Two: Establish Anticipated Goals, Gains and Barriers

- **On or before September 29th**

Background:
- Principal and leadership team share vision and mission for PLC work for the upcoming school year along with any data pertinent to school improvement.
- PLC teams establish norms. (Learning by Doing, pgs 133-139)
    - It is suggested that in addition to establishing norms, teams discuss important what if scenarios: What if someone is not adhering to the norms? What will team members do? What if someone is not adhering to the due dates? What will team members do? What if someone is being less than professional? What will team members do?
- PLC teams review work completed during the previous year. What was successful? What needs improvement? What needs to be repeated? What needs to be removed?
- PLC teams decide upon the current years' anticipated Goals/Gains/Barriers and Action Steps.

TEAMS:

- Teams establish a **goal** (or goals) for the school year. Goals are to be numeric and are to align to the school improvement plan. Avoid data that is available AFTER the DP final score is due (MAP, FSA, IB, AICE, AP, etc). Goals need to take into consideration where the PLC team is on their journey to being a fully operational PLC. Teams just beginning to engage in PLC work may have very different goals than a PLC who has been established and fully functional for years.

- Next, teams discuss **gains** they hope to make in the school year. Beyond the numeric goal that the team just set, what does the PLC hope to *learn* throughout the PLC process? What professional development will need to be completed to meet the goal? Again, this will depend on where the PLC team is on their continuum of PLC implementation. A beginning team may not know clearly what they want to gain beyond the first common formative assessment and sharing that data! More established teams may have already begun and ready to continue the complicated conversations around grading and reporting.

- Finally, teams want to think about the **barriers** to the goal(s) and gains. Lack of information can be a barrier and as such the team needs to acknowledge the barrier and start thinking about HOW they will address that barrier. Acknowledging the barrier also helps an administrator determine resources the team needs to accomplish the necessary work. Gains and barriers may correspond. For example, a team may know that the inclusion model will help them differentiate instruction for their students (gain)—but may not know anything about what an inclusion model looks like (barrier). Acknowledging the barrier can assist the team in targeting the professional development needed.

- Note: There is no set number for how many goals, gains or barriers. The identification of the goals, gains and barriers are to help teams establish the work that must be done next in the Action Steps.

- *PLC teams collaboratively write the goals, gains and barriers.   **Each person** must input into AIMS.*

Examples of Goals, Gains and Barriers *(Examples do not indicate a required number; they are for illustrative purposes only.*

Goals:

- *According to common formative PLC created pre assessment data, 36% of second grade students were proficient (80% or above) in the area of vocabulary. By the end of the third nine weeks 70% of all second grade students will be proficient according to the post structural analysis assessments.*

- *8/8 Kindergarten teachers will participate in the development, utilization and analysis of Common Formative Assessments to monitor student progress and differentiate instruction, as well as assist students in learning to monitor their own progress in order to ensure mastery of essential standards.*

- *The art team will work together to compare student growth/achievement on the common rubric category/assessments analyzing, specifically, the areas for the elements and principles of design. Students will demonstrate growth in projects to first meet the 80% cut score and over time increase capacity at mastery. By year's end 80% of students should be mastering the elements and principles of design with 80% or above proficiency.*

Gains:

- *We plan to use CFA data to measure student progress, drive instruction and assist students in determining their level of proficiency on a specific progression scale.*
- *We hope to increase student achievement by analyzing data in our PLC and differentiating instruction based on the analysis of common formative assessments.*
- *We hope to collaboratively plan to pace our classes more closely this year so our data becomes meaningful & timely.*
- *We intend to track data by standards missed in order to re-teach specific benchmarks & skills.*

Barriers:

- *Time will be a barrier. In order to overcome this barrier, we have established and pledged to follow our norms which will encourage us to: Be on time. Come prepared.   Listen respectfully to everyone's ideas. Contribute to the task at hand. Focus on differentiated instruction in lesson plans and practice.*
- ***Behavior-** **to overcome this barrier we will implement engaging QFT (Question Formulation Technique) strategies to enhance student achievement and to foster the students desire to learn through QFT.***
- *<u>Lack of development in their fine motor</u> skills - students will have more cutting activities, free drawing and use of modeling clay during snack time to develop their finger muscles.*

3   **Step Three: Create Action Steps**

- **On or before September 29th**
- PLC Teams consider the actions that must be completed in order to address the stated goals, gains and barriers by the DP due date (April 1st).   It should be noted that these action steps are fluid and will need to be monitored and updated as needed. (Team creates; Individuals input into AIMS by **September 30th**.)
- Some of the action steps will have hard due dates, while some may merely be statements of the PLC <u>processes</u> the team agrees to abide by, how they will completed, and by when they will be completed. These may not be dates, but may give ranges. For instance, following a common formative assessment, the team will meet the day after the common assessment is given in order to quickly understand and initiate changes to instruction.
  - Information that **must** be included:
    - Submission of PLC team minutes to evaluating administrator

o Data analysis completion, procedures, responsibilities (<u>all</u> must complete a data chart)

o Adjustment to instruction (for those students exceeding expectations or those who need remediation)

o Due Dates

o Collaboration with others outside the PLC

o Common assessment completion, procedures, responsibilities

o Progress monitoring procedures, responsibilities

- **Individual** team members will then establish his/her own action steps in order to assist the team with meeting the team's Action Steps-especially if those steps are critical to the team's success. Individuals add in AIMS and/or in the Action Steps in order to capture what must be completed.

4 **Step Four: Engage in the PLC work**

Step four is where teams roll up their sleeves and get down to business examining standards, building common assessments, planning and then implementing instructional strategies, implementing common assessments, analyzing common assessment data, and refining instruction based on the data. Teams submit PLC meetings following each PLC meeting. **This is the ongoing, recursive cycle of PLCs.**

During PLC work dates, teams review Action Steps. Teams attend to regular agenda items in the PLC process, such as an evaluation of common assessment data to determine if strategies and interventions identified are working or need modification(s).

5 **Step Five: Complete Reflections**

- Step five is to reflect both mid-year and at the end of the year. Prior to reflections being due, PLC teams examine the goal or goals and gains they initially set and review the action steps. Have any been met? Do any need to be adjusted? Does anything need to be added? Individuals then respond to reflection questions mid and end of year. These responses are uploaded to AIMS and are an important piece of evidence for Step 6: Administrator Assigns Rating.

Individual mid-year reflection questions uploaded to AIMS (on or before January 19th):

- As you have compared your student's growth/achievement on all ***common assessments*** to others in the PLC, what impact is this having on **your** students' growth/ achievement? **<u>OR</u>** As you and your team examined the ***common problem*** data, what has the data indicated needs to be your **team's** next steps? What has the data indicated needs to be **your** next steps?

- What changes are you making to your instruction/practice based on the ongoing common assessment data analysis/common problem data analysis? What evidence do you have that would show your progress?
- Collaboration is an important part of the PLC process. It involves doing your part; being able to lead and follow; sharing ideas and stepping back to listen. Describe your participation in the PLC process, paying close attention to your personal responsibility in the Action Steps and how you work as a team member (stepping forward to share other ideas and stepping back to listen to others). When and how are you collaborating outside the PLC and what you are bringing back to share?
- What questions, concerns or barriers do **you** still have regarding the goal(s), gains and/or barriers? *(Does not have require a response.)*

Modified mid-year reflection questions ONLY FOR LATE HIRES (hired Dec 18-Jan 8)
- *As you have compared your student's growth/achievement on __common assessments__ to others in the PLC, what impact is this having on **your** knowledge of students' strengths and weaknesses? __OR__ As you and your team examined the __common problem__ data, what has the data indicated needs to be your **team's** next steps? What has the data indicated needs to be **your** next steps?*
- *What changes have you attempted in your instruction based on the data analysis? What evidence do you have that would show your progress?*
- *Collaboration is an important part of the PLC process. It involves doing your part; being able to lead and follow; sharing ideas and stepping back to listen. Describe your participation in the PLC process, paying close attention to your personal responsibility in the Action Steps and how you work as a team member.*
- *What questions, concerns or barriers do **you** still have regarding the goal(s), gains and/or barriers? (An opportunity that does not have to be answered.)*

Individual end of year reflection questions (uploaded to AIMS on or before March 17th):

- How have you **and** your team met and/or sustained work on the PLC goal since the mid-year reflection?

- How did you **and** your team use the formative feedback provided by your administrator during the mid-year reflection?

6 **Step Six: Administrator Assigns Formative and then Summative Rating**

U	NI	E	HE
The rating is based on reflection information, PLC work and administrator's review of both PLC minutes and his/her observations during PLC meetings.			
Individual: • Demonstrates no significant effort to participate in data analysis nor adjusts instruction/practice based on data; resistant to remediation/ reteaching based on data. • Demonstrates an indifference/ resistance to data, PLC process. • Demonstrates no change in practice; evidence lacking. • Resistant and/or indifferent to collaborating with others in or out of PLC.	Individual: • Resistant and may not consistently participate in data analysis; is not adjusting instruction/practice based on data. • Makes limited changes to instruction/practice; evidence is lacking. • Inconsistencies in fulfilling Action Steps, participation in PLC process is limited or inappropriate-resistant to step forward as leader or back as team member as appropriate. • Opportunities to meet with others exist, but is inconsistent in attending and then presenting information back to PLC.	Individual: •Participates in data analysis; however adjustment to instruction/practice and/or remediation/ reteaching/ enrichment may be inconsistent. •Works toward a change to instruction/practice (it may be inconsistent); may or may not have clear evidence of this progress. •Fulfills responsibilities by Action Steps due dates, contributes to discussions, led if facilitator role was assigned. •Collaborates with others outside the PLC; presents information back to PLC.	Individual: •Participates in data analysis process and makes a subsequent adjustment to instruction/practice, provides remediation/ reteaching/ enrichment in a continual/regular basis. •Works toward a relevant change to instruction/practice based on data analysis; change is evident in lesson plans and/or other instructional documents. •Fulfills responsibilities by Action Steps due dates, participates in discussions, problem solving, contributes ideas, steps in as a facilitator/leader or back as a team member regularly and as appropriate; evidenced in meeting minutes or other PLC related information. •Collaborates regularly outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work.

Modified DP RUBRIC ONLY FOR LATE HIRES (hired December 18-January 8).

U	NI	E	HE
The rating is based on reflection information, PLC work and administrator's review of both PLC minutes and his/her observations during PLC meetings.			
Individual: • Demonstrates no effort to participate in data analysis. • Demonstrates an indifference/ resistance to data, PLC process. • Demonstrates no change in practice; evidence lacking. • Resistant and/or indifferent to collaborating with others in or out of	Individual: •Resistant and may not consistently participate in data analysis; knowledge of students is minimal. •Makes limited change to instruction/practice; evidence is lacking. •Inconsistencies in fulfilling Action	Individual: •Participates in data analysis; however understanding student strengths/weaknesses may be inconsistent. •Attempts a change to instruction/practice (it may be inconsistent); may or may not have clear evidence of	Individual: •Participates in data analysis process and discovers strengths/weaknesses about students. •Attempts a change to instruction/practice based on data analysis; change is evident in lesson plans and/or other instructional documents. •Fulfills responsibilities by Action Steps due dates; participates in discussions

PLC.	Steps; participation is limited or inappropriate. • Opportunities to collaborate with others exist, but inconsistent in attending and then presenting information back to PLC.	this progress. • Fulfills responsibilities by Action Steps due dates; contribution and participation may be inconsistent; evidence may be unclear. • Collaborates with others within the PLC.	and problem solving; evidenced in meeting minutes or other PLC related information. • Collaborates regularly within the PLC in order to strengthen the PLCs work.

Additional DP Information

Rating information:
- The rating is not a group score. It is based on an individual's contribution to the work of the PLC. It is possible that group members will have different scores based on that individual contribution.
- Administrator provides formative score in AIMS for each staff member.
- In situations where an individual may **not** be an active contributor, is not fulfilling individual responsibilities or there are general concerns, the administrator must meet with the teacher face-to-face and address these concerns.
- A face to face is not required unless there is a question about the score.

Administration
- It is highly suggested that administrators at the school have PLC teams assigned to them and these PLC team members are also staff members that the administrator evaluates.
- Administrators are to attend assigned PLCs at least once monthly. The purpose of this visit is to observe, provide written and verbal feedback and offer guidance or suggestions as appropriate. Administrators may or may not need to attend PLC meetings on the PLC work date. If a PLC team is struggling, then a visit would be appropriate.
- The administrator's attendance serves multiple purposes-
  - Provide assistance/guidance and feedback to the PLC team.
  - Observe the PLC team group as well as individuals.
  - Gather evidence for the DP rating.
  - Gather evidence for Domain 1 (planning).
- Administrators review all PLC minutes.
- It may occur that the admins rating for the DP may be different than what the teacher feels he/she should have been scored. In instances such as this, the administrator and teacher meet specifically to discuss why this discrepancy is occurring and any additional evidence that needs to be brought to light. This meeting may or may not change the final rating, but will allow for additional discussion to take place if necessary. If there is no question about the rating, then a DP meeting is not required.
- On the four PLC work dates, administrators are allowed 1 hour to set the tone for the PLC meeting date. The rest of the day should be spent within the school-based PLCs on their respective school sites. For October 26th select singletons (PE, Music, Art, CTE) will have

the option to come together to share information. Other meetings should not be taking place on this date.

PLC Teams

- PLCs are to complete the district's PLC Minutes form for **each** PLC meeting, not just the PLC work dates, and submit to administrator.   PLC Teams addressing the common problem rather than a common assessment, can still use the same format. There will still be the same guiding questions and many of the topics are either applicable or include a modification for the common problem.
- Teams must complete a data analysis sheet. A district sample available at http://www.bay.k12.fl.us/rttt/AppraisalSystems.aspx. Principals may require a systemic format for a school or allow PLC teams to choose.

Lesson Plans

- As teams complete the PLC minutes, they are in fact planning together. Since teams are to turn in the minutes to the evaluating administrator, there should be no need to duplicate planning information into separate lesson plans for each teacher. Each teacher will still need to plan for individual classrooms and students, but there is no need to copy/paste all the details already present in the PLC Minutes.
- Lesson planning can be found in individual lesson plans, classroom walkthroughs/observations, or PLC Minutes. As long as it is clearly in one place, it need not be in all places copied and pasted. Principals may have staff members be systematic in WHERE the documentation is placed so that it is easily found for monitoring purposes.
- A task force, comprised of ABCE members, principals and district staff established seven elements of good lesson planning. They are as follows:
    1. Instructional outcomes stated as goals aligned to standards.
    2. Evidence of DOK (Levels of Thinking in Tasks and Questions).
    3. Direct Instruction leading to guided practice, leading to independent practice over time. Not necessary for each one to occur every day.
    4. Evidence of formative and/or summative assessments.
    5. Alignment of Resources to standards and activities/tasks.
    6. Differentiation embedded in #3.
    7. Reflection/Analysis of data.

Other

- For those whose primary work is done with teachers rather than Prk-12 students, then the reflection questions and work should center on the teacher as the "student."


PLC Meeting Minutes

Each PLC is to complete and submit PLC Meeting Minutes and/or lesson prep document to their administrator for each PLC meeting. Meeting Minutes have two available options: Option 1 would be most suited to new PLCs or those wanting additional guidance and support. Option 2 would be best suited to established PLCs familiar with the PLC process. There are two options available and they can be downloaded at http://www.bay.k12.fl.us/rttt/AppraisalSystems.aspx

Data Charts

It is suggested that the school principal and/or PLC Leadership Team decide upon a school-wide data collection chart that is most conducive to the school. At this time, a district-wide data chart will not be selected.

Two sample data collection Excel sheets are shown. These two charts are used in conjunction. The first is useful for individuals to use as an item analysis data sheet. The second would be used by the team to analyze that data. http://www.bay.k12.fl.us/rttt/AppraisalSystems.aspx

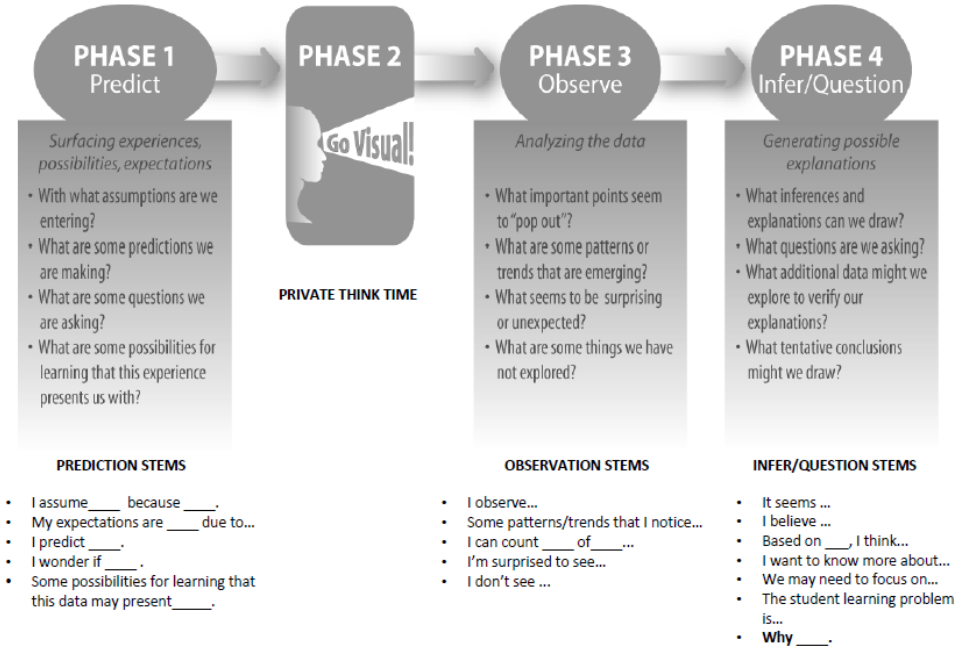Includes student score analysis graph and item analysis graph
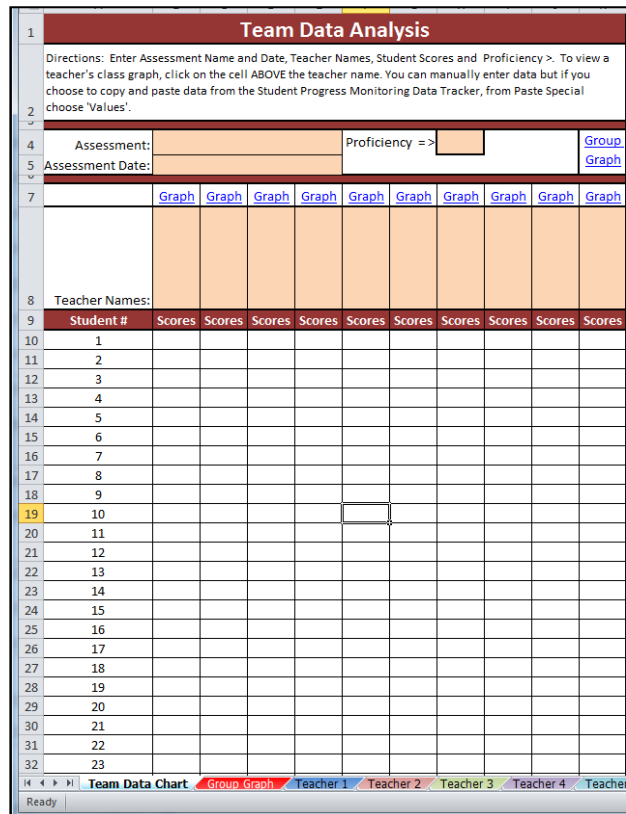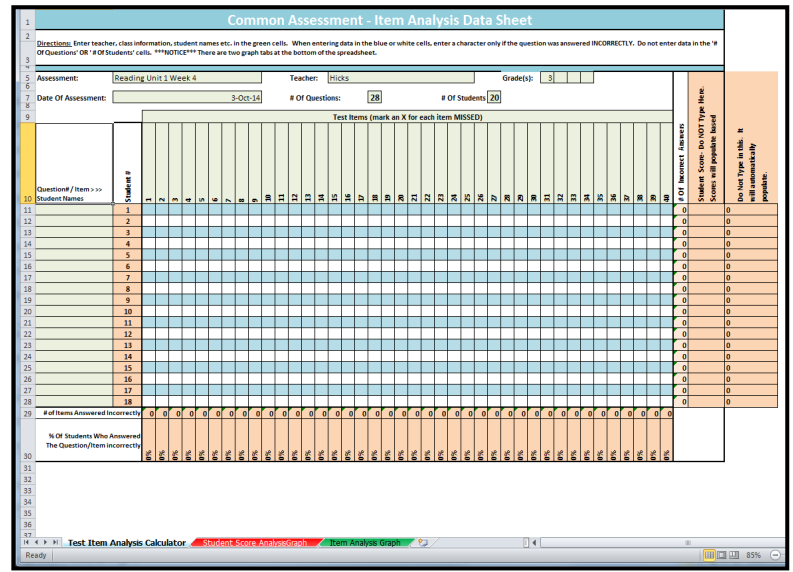
Includes Group graph and by Teacher Graph as well.

Data Driven Dialogue

A four-phase protocol to assist data teams with analyzing data, examine patterns and trends of performance indicators, move from identifying symptoms to possible causes of student performance and engage in generating solutions.

DATA-DRIVEN DIALOGUE

PHASE 1 — Predict

Surfacing experiences, possibilities, expectations

- With what assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents us with?

PHASE 2 — Go Visual!

PRIVATE THINK TIME

PHASE 3 — Observe

Analyzing the data

- What important points seem to "pop out"?
- What are some patterns or trends that are emerging?
- What seems to be surprising or unexpected?
- What are some things we have not explored?

PHASE 4 — Infer/Question

Generating possible explanations

- What inferences and explanations can we draw?
- What questions are we asking?
- What additional data might we explore to verify our explanations?
- What tentative conclusions might we draw?

PREDICTION STEMS

- I assume_____ because _____.
- My expectations are _____ due to...
- I predict _____.
- I wonder if _____ .
- Some possibilities for learning that this data may present_____.

OBSERVATION STEMS

- I observe...
- Some patterns/trends that I notice...
- I can count _____ of_____...
- I'm surprised to see...
- I don't see ...

INFER/QUESTION STEMS

- It seems ...
- I believe ...
- Based on ___, I think...
- I want to know more about...
- We may need to focus on...
- The student learning problem is...
- Why ____.

Data Questions for common assessments

-Do we see specific strands that need to be re-taught? How will we adjust our instructional calendar?
-Do we see classrooms where students are excelling in mastery? What is happening in the classroom? -
-How can members of the team learn and implement successful strategies?
-Do we see any patterns of incorrect answers? Were these incorrect answers based on misconceptions?
-Who made great gains? What is different about this student(s) instructional experience? How can we change this for other students?

Definitions

Change to personal practice: The teacher has implemented a change to instruction or assessment based on lessons learned in the PLC process. Highly effective change is more than a single event. The work has become a pattern of practice- more likely to be than not.

Collaborative teams: A group of people working together interdependently to achieve a common goal for which members are held mutually accountable. Members engage in a systematic process in which they work together, interdependently, to analyze and impact their professional practice in order to improve individual and collective results. Those who develop systematic practice do not hope things happen in a certain way; they create specific structures to ensure certain steps are taken.

"Collaborates with others outside of the PLC"- The intent of this term in the rubric is to encourage individuals to eliminate the "silo" approach and encourage collaboration with others and individuals within the PLC and outside the PLC. Team members wishing to receive an HE for the PLC work, regularly work with others and individuals in a commitment to continuous improvement. This does not necessarily mean that a team member must meet regularly with any one group to receive HE because that may not be possible; however, a team member must work regularly with individuals or groups outside the PLC bringing back ideas and suggestions that will enhance and improve the teams goal-oriented work.

Data Driven Dialogue- A four phase protocol to assist data teams with analyzing data, examine patterns and trends of performance indicators, move from identifying symptoms to possible causes of student performance and engage in generating solutions.

PLC: A PLC is a group committed to an ongoing process in which "educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (*Learning By Doing, page 11*). This is not a book study or a social committee. "Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous *job-embedded learning* for educators." There is a commitment to continuous improvement wherein members collectively:

- o gather evidence of current levels of student understanding
- o develop strategies and ideas to build on strengths and weaknesses in that learning
- o implement those strategies and ideas
- o analyze the impact of the changes to discover what was effective and what was not
- o apply new knowledge in the next cycle of continuous improvement

Regular: The action, process, procedure or work being described is more than a single event. The work has become a pattern of practice- more likely to be than not.

"Shared balance of team work"- This is included to encourage collaborative group work where there is no one person assuming the majority of responsibility within the group while others do not. The bottom line is that everyone has a part to play in the success of our students and everyone assumes a role equal to other team members.

- This may mean that the team establishes roles and team members stick with that role; it can mean that the roles rotate. Sample roles include:
    - Recorder: Takes and distributes minutes.
    - Focus monitor: Reminders of tasks and purpose. Refocuses dialogue on processes and agenda items.
    - Timekeeper: Follows time frame allocated on agenda (and District Timeline). Reminds group of timeframe during dialogue.
    - Data Facilitator: Assists team members with data charts (but does not complete the work for team members). Asks data driven dialogue guiding questions and facilitates data analysis conversation.
    - Mentor: Works with new team members ensuring understanding of the PLC process. While the PLC is an excellent place for new team members to learn, it is always helpful to have an assigned mentor. A mentor is available for 1-1 guidance should the new team member have questions, concerns, etc. that they may not yet have the comfort level to share in front of the group. This is just a good way to ensure that a new team member is up to speed and has a specified person looking after them and helping them along.
- The role of facilitator should rotate amongst all team members.

Sustained: The action, process, procedure or work being described is more than a single event. The work has become a pattern of practice- more likely to be than not.

Verifiable: There is confirmed and substantiated evidence. Teacher responds in the reflection and the administrator is able to confirm via regularly submitted evidence such as observation, walkthrough, lesson planning, reflection, etc.

4. Summative Evaluation Score

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

	Principals	Assistant Principals Assistant Administrators
DP	23%	34%
Leadership Practice	44%	33%
Student growth/achievement	33%	33%
	100%	100%

The DP rating is then multiplied by the appropriate percent and its role in the final evaluation calculation is shown below.

1. Leadership Practice rating (3, 2, 1, 0) X appropriate percent.

2. DP rating (3, 2, 1, 0) X appropriate percent.

3. Student Growth/Achievement (3, 2, 1) X 33%.

Final Evaluation Rubric:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

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

Each Principal is evaluated the Superintendent of Schools who is the supervisor of each principal. Input is provided by the Division of Teaching and Learning.

APs and AAs are evaluated by the Principal who is the Supervisor of each AP or AA.

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

During each Summit, all administrators are trained on any changes to the Administrator Appraisal System. Ongoing meetings with the Division of Teaching and Learning and administrators ensure calibration amongst. New administrators are provided training by principals in the Appraisal System.

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

Example At a Glance (To be used in conjunction with Timeline)		
Pre-School Inservice	Overview	Teacher Appraisal System Updates (Note- New hires attend webinar for training at a later date.)
August	Self-assessment	All complete; "accepted" by evaluator within 5 days
Sept	Cat 1/2	SPO data pulled (i.e. D/F report, MAP, Achieve 3K, SRA, etc. See SPO guidelines)
Sept	Cat 1/2	Student Performance Objective (SPO) established. See SPO guidelines.
Sept	DPs	**Instructional** DP submitted
Oct	DPs	**Instructional** DP reviewed and *written* feedback provided; accepted if appropriate
Oct	DPs	**Administrative** DP submitted
Oct	*DPs*	*(As needed)* **Instructional** *DP resubmitted to evaluator*
Oct	DPs	**Administrative** DP reviewed and *written* feedback provided; accepted if appropriate
Oct	*DPs*	*(As needed)* **Instructional** *DP "late" accept due date*
Oct	*DPs*	*(As needed)* **Administrative** *DP resubmitted to evaluator*
Oct	*DPs*	*(As needed)* **Administrative** *DP "late" accept due date*
Nov	Cat 1/2	Formative observations completed (domains 2, 3)
Dec	Alt. Eval.	Accept or Reject Alternative Evaluation
Dec	Cat 1/2	Formative evaluations completed, then shared, finalized and marked complete (domains 1, 4)
Dec	Alt. Eval.	Walkthrough #1 (due on or before)
Jan	Cat 1/2	SPO rating due. Meet with cat 1/2; SPO rated in AIMS
Jan	DP	**Instructional** DP mid-year reflections submitted
Jan	Alt. Eval.	Walkthrough #2 (due on or before)
Jan	DP	**Instructional DP** formative rating in AIMS and written feedback
Jan	Cat 1/2	Print and sign formative scoring report; maintained at school level
Feb	Alt. Eval.	11 component ratings input in AIMS (if walkthroughs 3/4 will not be necessary)
Feb	DP	**Administrative** DP mid-year reflections submitted
Feb	*Alt. Eval.*	*(As needed) Walkthrough #3. If 3 done, then 4 must also be done.)*
Feb	DP	**Administrative DP** formative rating in AIMS and feedback
Feb	*Alt. Eval.*	*(As needed) Walkthrough #4 (if #3 is done)*

Mar	**DP/Obs**	**Instructional** DP final reflections due for non-Alt. Eval. staff
		Instructional observations, pre/post conferences completed by this date for non-Alt. Eval. staff
Mar	**DP/Eval**	**Instructional** DP (Summative) rating due for ALL
		Instructional Practice (Summative) rating due for ALL
Apr	*Evaluation*	*(As needed) Teacher resubmits additional evidence.*
Apr	*Evaluation*	*(As needed) Admin rescores DP and/or components in AIMS.*
May	**DP/Eval**	**Administrative** DP final reflection due
		Administrative observations and evidence collection completed
May	**DP/Eval**	**Administrative** DP final rating due; *written* feedback provided.
		Administrative component scoring due in AIMS
May	**Printing**	Prior to end of school, Instructional and Administrative print the Rating Display. Ensure TWO ratings are listed: Admin evidence and Scoring and DP Summative.
	Evaluation Requirement Dates	
Start of School- Dec X	*Formative, summative and complete DP; full evaluation reported; eligible for pay increase. Show New Hire video.*	
Dec X - Jan X	*Formative, summative and modified DP. Full evaluation reported; eligible for pay increase. Show New Hire video.*	
Jan X - Mar X	*ONLY full observation (pre, observation, post) NO DP. Incomplete evaluation, no pay increase.*	
April X - End of School	*Temp instructor, no evaluation, no pay increase.*	

Example

Teacher & Administrator Appraisal System Timeline

This timeline subject to addendums/additions. Instructional and administrative staff will be notified via email of due dates by the Coordinator of Appraisal Systems.

Appraisal System Item	**Dates**	**All steps must be completed by dates listed. This is a responsibility shared by the teacher and evaluating administrator. Complete evaluations are required for pay increases should they be available.** **Note: School administrators may need to set internal dates to meet dates listed (within reason).**
Instructional staff (teacher and therapists) hired or transferred after the start of the year will have from date of employment or transfer: 15 school days to complete self-assessment, 30 days to submit DP to administrator and 45 days to begin the observation cycle (Formative for Cat 1 and 2)		
Appraisal System Training[1]	School-based in-service Prior to student arrival	• Admin reviews the Teacher Appraisal System.
Self-Assessment (All)	**August**	• ALL staff completes self -assessment in AIMS.
	Within 5 days of submission of self-assessment	• Evaluator accepts the self-assessment in AIMS ("Accept" indicates receipt).

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[1] Required by 2017-2020 Teacher Contract (11.1.B)

Category 1/2	September	• Administrator pulls SPO data (see SPO guidelines).
	September	• Admin meets with Cat 1/2 teacher to establish SPO (See SPO Guidelines).
Deliberate Practice	Completed on or before **October**	• Instructional submit Anticipated Goals/Gains/Barriers and Action Steps in AIMS.
	On or before **October**	• Evaluator reviews and accepts (if guidelines and intent met). • Evaluator provides *written* feedback to PLC and/or individual team members, meets face to face with PLC or individuals, as needed.
	(If necessary) On or before **October**	• If Evaluator does not approve, PLC uses feedback to improve Goals/Gains/Barriers. • Individuals resubmit to evaluator via AIMS.
	(If necessary) On or before **October**	• If meeting all guidelines, evaluator accepts gains/goals/barriers.
PLC Minutes	Ongoing	• PLCs submit meeting minutes (preparation/planning documents) to administrator following each PLC meeting.
Formative Evaluation	On or Before **December**[2]	• Formative Evaluation Completed. See Formative Evaluation process.
Walkthrough #1	On or Before **December**	• Administrator completes walkthrough #1 of Alternate Evaluation personnel. • Written rubric-based feedback provided.
Cat 1/2	**January**	• Admin pulls SPO data. Meets with cat 1/2 teacher to examine SPO and discuss strategies used to impact data.
Deliberate Practice	Completed on or before **January**	• **Instructional** complete DP mid-year reflections and submit via AIMS.
	Completed on or before **January**	• Admins formatively score ALL mid-year DPs in AIMS and provide written feedback.
Walkthrough #2	On or Before **January**	• Admin completes #2 walkthroughs of Alternate Evaluation personnel. • Written feedback provided.
Alternate Evaluation Component Scoring	On or before **February**	• Based on at least 2 walkthroughs completed thus far and observation of teacher work (PLCs, lesson planning, etc.), administrator inputs 11 component scores for Alt. Eval. personnel. • Scores are baseline from prior year, but 1-2 components can go up or down based on evidence collected. (Note: See Walkthroughs #3 and #4 if questions about scoring occur. One announced/one unannounced). • Scores shared via AIMS. • Face to face meeting not required unless necessary.
Walkthrough #3 (As needed)	On or Before **February**	• If additional information needed or teacher requests, complete walkthrough #3 for Alt. Eval. people on or before this date. #4 must also be done.

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[2] Required by 2017-2020 Teacher Contract (11.3)

Walkthrough #4 (As needed)	On or before **February**		• **Walkthrough #4** due on or before. (#3 and #4/one announced-one unannounced).
Non Alt-Eval Component scoring **and** **All DP Scoring**	Completed on or before **March** **(Two days following end of 3rd nine weeks)**		• **All DP** Reflection Questions due. All observations, pre/post conferences completed.
	On or before March		• Admin scores DP (all) and 11 components (non Alt. Eval.) in AIMS • Shared via AIMS.
	(As needed) On or before **April**		• Teacher may resubmit to admin additional reflection or evidence related to DP or components.
	(As needed) On or before **April**		• Admin rescores DP and/or components in AIMS, as needed.
Evaluation	On or before **May**		• All print the two completed portions of the evaluation and submit to the Coordinator of Appraisal Systems.
Summative Evaluation		Upon Receipt of Student Growth **Date (TBA)**	• Student Growth scores applied to Summative Evaluation. • All check final evaluations including student growth for accuracy and submits questions according to timeline provided at that time. • All print complete Summative Evaluation. • Admin and teacher/therapist sign. • Copy submitted to HR.

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

The data from the evaluation system is used to provide specific professional development for principals both as a group and individually. Group PD is provided via monthly principal breakout sessions and other ongoing professional development such as data analysis training. Those principals demonstrating a need for additional professional development are provided opportunities to attend and/or receive specific PD. Where necessary, principals are assigned to work with a Principal Assessment Leader who provides specific PD and mentoring based on evaluation results.

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

Administrators scoring less than effective are required to attend specific professional development.

Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

All school administrators are evaluated once yearly.

Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

Parents are provided the opportunity to submit feedback via the Climate Surveys offered once yearly. This information is then read by the Superintendent who takes this into consideration when providing his rating.

6. District Evaluation Procedures

Directions:

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3.,F.A.C.].
  - ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].

Once the DP and 10 proficiency areas are scored according to the aforementioned timeline, results are provided to the Superintendent for the purposes of reviewing the employee's contract.

Submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].

Following the aforementioned timeline, a written report is provided to the employee no later than 10 days after that final evidence collection.

The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

An administrator may attach a letter to the evaluation.

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

Bay District Schools complies with all required notifications via evaluation results submission into the Surveys which are then supplied to DOE.

The district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

Directions:

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

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

••

Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Following evidence collection opportunities (PLUS2, breakout session, observations, and face to face meetings), feedback is provided.
- The Deliberate Practice receives feedback prior to approval and prior to the summative rating.

Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- In the DP process, individuals identify professional development needs required to meet stated DP goal.

Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].
- Evaluation data is provided to the offices of school improvement as well as professional development. These offices use the evaluation data (including VAM data) to make professional development and school improvement decisions.

Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

The Appraisal Systems Oversight Committee and Principal Assessment Leaders meet annually to review Appraisal System and/or evaluator-specific data.

During these reviews the team determines if:

- The evaluator understands the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- Upon completion of the student growth/achievement portions of the yearly teacher evaluations, a data examination will be conducted. Principals with teachers with +2 off will report to the Principal Assessment Leader, the principal evaluator. If necessary, additional walkthrough training will be supplied to continue ensuring accuracy and inter-rater reliability.

Other monitoring processes include:

- In the DP process, individuals identify professional development needs required to meet stated DP goal.
- Evaluation data is provided to the offices of school improvement as well as professional development. These offices use the evaluation data (including VAM data) to make professional development and school improvement decisions.

8. Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

☐ The percentage of the evaluation that is based on the performance of students' criterion.

☐ An explanation of the scoring method, including how it is calculated and combined.

☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.

☐ If less than the three most recent years of data are available, those years for which data are available must be used.

☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

☐ The percentage of the evaluation system that is based on the instructional leadership criterion.

☐ At least one-third of the evaluation is based on instructional leadership.

☐ An explanation of the scoring method, including how it is calculated and combined.

☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:
- ☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

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

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs

by those who have been evaluated as less than effective.

☐ All school administrators must be evaluated at least once a year.

For school administrators:

☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.

☐ Description of the district's criteria for inclusion of parental input.

☐ Description of manner of inclusion of parental input.

☐ Description of the district's peer assistance process, if any.

☐ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:

➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.

➢ That the evaluator must discuss the written evaluation report with the employee.

➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.