School-Based Administration Performance Appraisal System

Through collaborative leadership, a distinguished path begins with you ...
SUPERINTENDENT
Brian T. Binggeli, Ed.D.

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HUMAN RESOURCES SERVICES
Debra P. Pace

DIRECTOR
EDUCATIONAL LEadership & PROFESSIONAL DEVELOPMENT
William B. Hall
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Instructional Leadership Performance Appraisal System Team

Joy Salamone, Director
Human Resources Services and Labor Relations

Sandy Demmon, Area Superintendent
Central Area

Dori Bisbey, Staff Development Specialist
Office of Educational Leadership & Professional Development

Mark Mullins, Area Superintendent
South Area

Dr. Stephanie Soliven, Principal
Cocoa High School

Richard Myers, Principal
Kennedy Middle School

Dr. Jane Respess, Principal
Tropical Elementary School
Performance Appraisal System

This section is intended to provide an overall description of the Instructional Personnel Performance System procedures. These procedures are designed to incorporate and comply with provisions of Florida Statute 1012.34 - Assessment procedures and criteria. These procedures follow:

INTRODUCTION

Brevard Public Schools has established a comprehensive annual Instructional Leadership Performance Appraisal System (ILPAS) that is designed to be fair, equitable, and legally sound. The individual responsible for supervising the employee shall evaluate the employee’s performance. Based on the Florida Principal Leadership Standards outlined in the William Cecil Golden (WCG) School Leadership Development Program, the system is used to evaluate the performance of school-based principals, assistant principals and dean/assistant principals and has three distinct components:

1. The Instructional Leadership Performance Appraisal Form – The performance appraisal form includes ten leadership categories based on the Florida Principal Leadership Standards and an overall evaluation rating based on the rubrics for each standard. A description of the extensive leadership portfolio is provided. The instructional personnel assessment process is noted on the form. Comment sections are provided for the evaluator and the evaluatee. Supervisor comments are required.

2. The Instructional Leadership Performance Appraisal Professional Development Assistance Plan (PDAP) Form – The PDAP is completed if any rating is below effective. The specific leadership standard must be identified. Specific behaviors that get in the way of effective leadership are noted. Specific behaviors that are not evident are noted as well. Strategies for improvement and assistance to be provided are noted on the form.

3. The Instructional Leadership Performance Appraisal Leadership Portfolio – The Instructional Leadership Performance Appraisal Leadership Portfolio is a substantive and in-depth document that provides data and evidence of mastery of the performance appraisal standards. The format and content of this portfolio are established by the supervisor.

PURPOSE

The purpose of the Instructional Leadership Performance Appraisal System is to develop, improve, and enhance leadership skills in the district’s school-based instructional leaders and increase student achievement.

- To influence and enhance student achievement through improved instruction
- To promote professional growth through a developmental, collaborative process
- To provide information for use in annually making contract renewal decisions
- To influence decisions regarding changes in assignment, transfers, and/or promotions
- To encourage career growth and development through goal development
- To promote collegiality in collaborative discussions regarding effective professional development
BPS School-Based Administrator
Performance Appraisal System Standards

Instructional Leadership

Managing the Learning Environment

Learning, Accountability, and Assessment

Decision-Making Strategies

Technology

Human Resource Development

Ethical Leadership

Vision/Mission

Community and Stakeholder Partnerships

Diversity

Our Mission is to Serve Every Student with Excellence as the Standard!
ORIENTATION

Each year, all principals, assistant principals and dean/assistant principals are fully apprised of the Brevard Public Schools’ formal Instructional Leadership Performance Appraisal System procedures. An annual orientation is scheduled prior to the beginning of each school year as part of each building’s pre-planning calendar of activities. During the orientation, all school-based administrative personnel receive a printed copy of the current year’s assessment instrument form and, if substantive changes have been made, a copy of the Instructional Leadership and Instructional Leadership Support Performance Appraisal Systems Handbook. School-based administrators employed after the pre-planning period are similarly scheduled for an orientation session. A record is maintained at the supervisory level indicating the attendance and satisfactory completion of the orientation session.

PLANNING SESSION

Each administrator participates with his or her supervisor in an individual annual performance appraisal planning session to discuss the complete performance appraisal process. The purpose of this planning session is to clarify the evaluation process covered in the annual orientation and to discuss individual performance goals for the Professional Growth Plan.

INTERIM REVIEWS

The supervisor may conduct interim performance reviews. The number of reviews depends upon several factors including the performance in each of the standards, previous performance experiences, and the employee’s need and desire for constructive feedback. The schedule of progress in relation to performance expectations is discussed. Particular deficiencies, if any, are noted; and an Instructional Leadership Professional Development Assistance Plan (PDAP) Form is completed for each leadership standard that is in need of improvement. Behaviors that are keeping the administrator from performing at a professional level in any standard are noted on the form. Behaviors that are absent or below expectation are also noted along with strategies for improvement and assistance to be provided.

PROBATIONARY PERIOD

The first ninety-seven workdays of an administrator’s initial administrative contract in the state of Florida is a probationary period. During this probationary period, the administrator may be dismissed without cause or may resign from the contracted position without breach of contract.

LEADERSHIP PORTFOLIO

As part of the performance appraisal process, administrators provide their supervisors with data related to each of the instructional leadership standards. This data is submitted in the form of a leadership portfolio which reflects progress made in each standard. The format of the portfolio is established by the supervisor. Additional instructional leadership portfolio components (e.g., data and information from the School Accountability Plan, School Improvement Plan, Organizational Values, the Code of Ethics, personal and/or professional objectives, and other appropriate, job-specific experiences) may be included with the appropriate documentation, if required. Documentation should reflect how well the administrator manages human, financial, and material resources used for direct instruction as well as the administrator’s ability to recruit and retain high-performing teachers. The specific focus, content, and format of this portfolio are determined by the supervisor during the annual performance appraisal planning session. The leadership portfolio is monitored and adjusted as needed throughout the year.

Leadership portfolios are filed at the worksite during each current school year. At the conclusion of each school year, the portfolio is returned to the administrator.
DATA COLLECTION

Individuals who are principals, assistant principals and dean/assistant principals review the leadership standards and indicators to fully understand each standard and its underlying indicators. Administrators collect data from a variety of sources descriptive of what s/he does to demonstrate the leadership standards. Portfolios do not require extra paperwork; rather, they include job-embedded samples. These leadership portfolios are maintained throughout the year reflecting the administrator’s various roles and responsibilities.

CONFIDENTIALITY OF DATA

All aspects of the Instructional Leadership Performance Appraisal System are handled with the utmost confidentiality. To assure confidentiality, only the administrator should handle any information of a sensitive nature.

DOCUMENTATION SOURCES

For performance assessment, the supervisor reviews data collected and provided by the administrator regarding the required standards, indicators, and/or leadership portfolio components. All data and information are included in the administrator’s leadership portfolio.

Documentation sources may include the following:

- Interviews – discussions between the supervisor and the administrator in relation to behaviors that are indicative of competency demonstration. A brief written account of the interview should be included in the administrator’s leadership portfolio.
- Direct documentation – written material which follows a direct line of communication between the administrator and supervisor.
- Indirect documentation – other written materials to which the supervisor has access which typically follow a communication line between the administrator and a district-level function. One example is a report or correspondence regarding the school’s internal accounts auditing process.
- Training Programs – verified acquisition and implementation of particular standards or indicators obtained through training programs.
- Evaluatee-Provided – data or information provided by the administrator receiving the appraisal. An example is internal communications between the administrator and staff.
- Confirmed Observation – direct observation by the supervisor of an administrator exhibiting behavior in relation to a standard or indicator and confirmed by a brief written account of the observation.

PORTFOLIO CONTENTS REVIEW

The administrator periodically reviews the portfolio to assess its contents and to decide which items, examples, and artifacts best validate experiences that have been demonstrated in each of the standards. Administrators make sure the documents are the primary evidence of the standard and provide proof of results. Examples of primary documents include the following: School Improvement Plans, School Accountability Plans, test data, attendance data, survey data, minutes of meetings, letters and correspondence, financial data, anecdotal records, etc.

FINAL PERFORMANCE APPRAISAL

Each administrator prepares his/her leadership portfolio for the final performance conference session with his/her supervisor. These portfolios are submitted as required by the supervisor.
RATING SCALE DEFINITIONS

The district expects competent and professional work from its administrators. Administrators and supervisors discuss the high level of performance that is expected for each standard in the planning session. In determining the expected performance levels, the requirements of the position and administrator experience are considered. The performance levels include the following:

A. **Distinguished:** This rating indicates performance that consistently exceeds the requirements of the position and takes into consideration the level of performance commensurate with the experience of the administrator. This rating is used to describe performance of high quality on a consistent basis.

B. **Proficient:** This rating indicates performance that consistently meets the requirements of the position and takes into consideration the level of performance commensurate with the experience of the administrator.

C. **Professional Support Needed:** This rating indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not characteristic of the requirements for the position and/or experience of the administrator. If this rating is used, supervisors must provide written support regarding how performance is to be improved by completing an Instructional Leadership Professional Development Assistance Plan (PDAP) Form with the employee.

D. **Unsatisfactory:** This rating indicates performance that does not meet the minimum requirements of the position and/or the level of performance commensurate with the experience of the administrator. If this rating is used, supervisors must provide written support regarding how performance is to be improved by completing an Instructional Leadership Professional Development Assistance Plan (PDAP) Form with the employee.

The final rating of a principal will be from a multi-metric system using an annual performance tally based on a point range from 0-100:

- 0-50 points **Student growth**
- 0-21 points **Principal Standards**
- 0-10 points **Plan Development**
- 0-08 points **Plan Implementation**
- 0-08 points **Collaboration and Mutual Accountability**
- 0-03 points **Alignment**

Scale for annual summative evaluation rating:

- 86-100 **Highly Effective**
- 73-85 **Effective**
- 64-72 **Needs to Improve**
- 63-0 **Unsatisfactory**

LEADERSHIP RECOGNITION

Recognition of outstanding performance for administrators is provided by area superintendents, other Leadership Team members, and supervisors. This recognition may include personal notes, phone calls, professional development opportunities, resources, and/or public recognition.

Highly talented, successful individuals in leadership positions may be selected as mentors for aspiring leaders who are entering their positions. These individuals, as members of the district pool of certified mentors and coaches, may also be selected to mentor and coach leaders who have identified areas for growth and improvement.
STAKEHOLDER INPUT FOR SCHOOL-LEVEL ADMINISTRATORS

Feedback from school stakeholders, self-assessment tools, and other input received at the school or district level are used to assess school programs and needs. This information is shared with school and district administrators and supervisors to enhance the effectiveness of the organization and to maximize the individual performance of each administrator.

PERFORMANCE APPRAISAL TASKS AND TIMELINES

The Instructional Leadership Performance Appraisal System is cyclical in nature – a process not an event. Timelines have been developed for required summative performance appraisal instruments to be sent to the Human Resources Services. To ensure there are no surprises during the evaluation process, the following should occur:

• Each evaluatee participates with his/her supervisor in an initial performance appraisal session to discuss and consider performance expectations for the specific position. It is anticipated that this planning session occurs following the discussion of the previous year’s evaluation cycle and prior to the initial calendar year activities for the subsequent appraisal program.

• The supervisor and administrator may schedule interim performance appraisal review/s. The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance appraisal experiences of the employee, and the employees’ need and desire for constructive feedback.

• During the formal and informal interim reviews, the supervisor may review the portfolio data regarding each standard. The progress in reference to performance may be discussed. In addition, progress made toward meeting team, district, or department expectations may be discussed.

• The formal interim review may be conducted at the midpoint of the yearly cycle.

• At any time in the performance appraisal cycle that performance is considered to be less than a professional level, an Instructional Leadership Professional Development Assistance Plan (PDAP) Form, identifying assistance and a timeframe for correction, is completed. If, at the time of the summative evaluation conference, these deficiencies have not been corrected, a specific objective must be included in the next planning session to provide for correction.

• Supervisors may amend the evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator will submit the final written report to the employee no later than 10 days after the evaluation takes place and discuss the written evaluation with the employee. The employee shall have the right to respond in writing to the evaluation and the response shall become a permanent attachment to his/her personnel file.

• Throughout the performance appraisal cycle the supervisor provides coaching, mentoring, and assistance. An additional mentor may also be recommended, if appropriate.

• The supervisor conducts the summative performance review conference in which the administrator receives the final ratings for the contents of his/her portfolio and for each leadership standard.

• The initial planning meeting is scheduled to repeat the performance appraisal cycle.

In summary, this instructional leadership appraisal system is based on the philosophical concept that the system be nonthreatening and developmental. This philosophy implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of no surprises and becomes a document that summarizes a yearlong sequence of activities.
PARENTAL & COMMUNITY INPUT

The district will provide a parent input survey to the schools to be distributed to the parents of students at the school. This survey will ask parents to respond to questions about their child’s instructional program, about communication between the home and school, level of parent involvement, availability of materials, and homework. These surveys will include a comment section where parents are given the opportunity to provide input on teachers, administrators, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district’s nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. The rubrics for relationships with students and relationships with parent/community will be used to document parent/student support of instructional teachers. Data and information from any of these sources may be used in teacher evaluations.

PROFESSIONAL GROWTH PLANS (PGP)

Each administrator sets clearly defined training objectives. The objectives are entered on the Professional Growth Planning Form. Objectives are linked to the Florida Principal Leadership Standards. Specific and measurable student performance objectives are designed by the administrator based on information and the needs and characteristics of his/her class. Student objectives are linked to a state/district or school-approved student standard, such as the Sunshine State Standards, Goal 3 Standards, Grade Level Expectations, School Improvement Plan Objectives, Strategic Plan Objectives or Individual Education Plans. The PGP is reviewed and approved by the Principal Review Team (PRT). PGP’s are kept on file at the school. Professional Development activities are evaluated by compiling a variety of data sources from participants, staff members, and other administrators.

Plan Development (1 to 3 goals)

A. Development of PGP Goal
   a. Quantitative & qualitative student performance data
   b. Incorporates best-practice research
   c. Based on reflection of current practice—areas for growth
   d. Connection to School Improvement Plan (SIP)
   e. Meaningful “stretch”

B. Work Plan Strategies
   a. Defined learning and professional development
   b. Action oriented and sustained
   c. Direct connection to PGP goal
   d. Defined, realistic timelines
   e. Defined in-process measuring elements
   f. New practice followed by feedback and/or reflection

C. Outcome Measures and Reflection
   a. Quantitative and qualitative student performance targets connected to data in “A”
   b. Quantitative and qualitative based on changes in professional practice

Plan Implementation

A. Working the Plan
   a. Fidelity in professional development and professional practice strategies
   b. Timelines followed or adjusted with rationale
   c. Later practice informed by earlier attempts
   d. Sought feedback and support
   e. Shared successful practice

B. In-process monitoring
   a. Ongoing reflection
   b. Specific processes for acquiring quantitative and qualitative formative performance data from students connected to instruction
**USING DATA & INDICATORS OF IMPROVEMENT IN STUDENT PERFORMANCE**

The district’s performance appraisal system uses data and indicators of student performance as a part of the evaluation of all administrators and this part of the assessment process counts as fifty percent (50%) of the administrator’s final summative annual evaluation. Student performance is measured by state assessments as required under Florida Statutes and by district assessments for subjects and grade levels not measured by the state assessment program.

**STUDENT GROWTH MEASURES SUMMARY**

Brevard Public Schools (BPS) will utilize the state-adopted teacher-level student growth measure cited in the Memorandum of Understanding (MOU) in the Race To The Top grant (D)(2)(i) as the primary factor of the instructional and school-based administration evaluation systems. Student achievement will count for 50% of the Brevard school-based administrator evaluation system.

At least 50 percent of the performance evaluation will be based upon data and indicators of student learning growth, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s. 1008.22(8). Brevard Public school will use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all course associated with statewide assessments and will select an equally appropriate formula measuring student learning growth for all other grades and subjects except as otherwise provided in subsection (7).

Beginning in the 2011-2012 school year, BPS will measure student learning growth using the formula provided by the commissioner under as required under s. 1008.22 for courses associated with FCAT. BPS will implement the additional student learning growth measures selected by the commissioner for the remainder of the statewide assessments included in s. 1008.22 as they become available. Beginning in the 2014-2015 school year, for grades and subjects not assessed by statewide assessments but otherwise assessed as required under s. 1008.22(8), BPS will measure students learning growth using an equally appropriate formula. The Florida Department of Education shall provide models for measuring learning growth for us to use.

For courses not measured by a statewide assessment the district may use a student achievement measure rather than a student learning growth measure where this may be a more appropriate measure of the classroom teacher’s performance. The district may also use a combination of student learning growth and achievement to assess the performance of school-based administrators. In some cases it may be appropriate for the performance evaluation for the classroom teacher assigned to a course not included in statewide assessments, to include the learning growth of his or her students on FCAT Reading or FCAT math. The performance evaluation will give greater weight to student learning growth on the district assessment.

Measurable learning targets will be established based upon the goals of the school improvement plan and approved by the school principal. The Superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team’s students on statewide assessments.

For classroom teachers, the student learning growth portion of the evaluation will include growth data for students assigned to the teacher over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

For instructional personnel who are not classroom teachers, the student growth portion of the evaluation will include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years, and could include a combination of student learning growth data and the other measurable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than three years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to twenty percent.

By 2014 BPS will adopt a performance salary schedule that provides annual salary adjustments for school-based administrator personnel based upon performance determined under s. 1012.34.
PERFORMANCE BASED COMPENSATION

The last performance area on each of the respective summative forms is an overall rating. Consistent with requirement of law or rule, any individual whose performance is rated overall unsatisfactory for two (2) consecutive years will be referred to Professional Practices Services for review.

Performance salary schedule

- By July 1, 2014, BPS shall adopt a performance salary schedule that provides annual salary adjustments for administrators based upon performance. Employees hired on or after July 1, 2014, shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

- Base salary—The base salary shall be established as follows:
  o The base salary for administrators shall be the salary paid in the prior year, including adjustments only.
  o The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.

- Salary supplements—In addition to the salary adjustments, BPS shall provide for salary supplements for activities that will include, but are not limited to:
  o Assignment to a Title I eligible school.
  o Assignment to a school in the bottom two categories of the school improvement system such that the supplement remains in force for at least 1 year following improved performance in that school.
  o Assignment of additional academic responsibilities.

Advanced degrees

- BPS may not use advanced degrees in setting a salary schedule for administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

If budget constraints in any given year limit BPS’ ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.

CONTINUED PROCESS IMPROVEMENT MONITORING OF SYSTEM DESIGN, REVIEW & MODIFICATION

The district project team will receive quarterly feedback from teachers and administrators about how the system is working in the on-going effort of continuous process improvement. This quarterly data will then be reviewed by Human Resources and the project team for further data analysis. Once examined, should the data show evidence which translate to the enhancement of instruction and student learning effectiveness, modifications will be made prior to the next annual review cycle. To further delineate the analysis, a third-party evaluator will complete feedback and provide process improvement criteria.
EVALUATOR TRAINING

A. Evaluators in the Brevard County Instructional Personnel Performance Appraisal System will be required to become certified observers in the Brevard Public Schools (BPS) research-based system.

1) Approved Observer Training

   (a) Objectives
      To ensure that evaluators and those assessed can reliably identify specific behaviors that have an impact on effective teaching.

   (b) Activities
      District training activities will be used.

   (c) Materials
      (1) Rubric document for observation.
      (2) Coding manual.
      (3) Observation practice tapes.

   (d) Evaluation Procedure
      Evaluators will attain a passing score on the criterion observations.

B. Evaluators will complete the following training sessions:

1) Introduction to the BPS Instructional Personnel Performance Appraisal System.

   (a) Objectives
      (1) To develop a positive philosophy and attitude toward personnel performance appraisal.
      (2) To outline the conceptual basis for the system in the goals, objectives, and philosophy.
      (3) To ensure that evaluators understand the proper use of the assessment criteria and procedures and the need for confidentiality.
      (4) To examine and to discuss procedures as they relate to various categories of instructional personnel.
      (5) To provide techniques for developing understanding of assessment criteria and procedures.

   (b) Activities
      Participants will be provided with a thorough explanation of the policies, activities, forms, and other documents that constitute a system for annual assessment for all instructional personnel.

   (c) Materials
      Instructional Personnel Performance Appraisal System manual

   (d) Evaluation Procedures
      In order to demonstrate attainment of the knowledge identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

2) Formative Data Collection Techniques and Data Interpretation

   (a) Objectives
      (1) To practice data collection skills using instruments appropriate to the setting and the specific data to be collected.
      (2) To develop data analysis skills necessary for making reliable judgments, including practice in analyzing all data collected on assessment forms, instruments, and written communication.
      (3) To develop skills in documentation, including practice in completing assessment forms and instrument and preparing various types of written communications related to assessment.

   (b) Activities
      (1) Participants will be provided with practice in:
         (a) the identification of appropriate data collection instruments and techniques
         (b) the collection and analysis of formative data
         (c) the development of a Professional Development Assistance Plan

   (c) Materials
      Instructional Personnel Performance Appraisal System manual
(d) Evaluation Procedures
In order to demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete activities as verified by the workshop leader(s).

3) Technical Assistance

(a) Objectives:
To develop instructional counseling and coaching skills, including practice in employee involvement in a conference and interpersonal interaction techniques

(1) To develop skills in developing and facilitating performance growth programs, including identification of appropriate resources, monitoring or assessing progress, and utilizing procedures for follow-up
(2) To develop competency in goal setting
(3) To emphasize the development of human resources

(b) Activities
(1) Participants will be provided with practice in:
(a) developing goals
(b) conferencing skills and techniques
(c) procedures for monitoring and assessing progress
(d) the implementation of a Professional Development Action Plan

(c) Materials
Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures
To demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

RECOMMENDED PERFORMANCE ASSESSMENT PRACTICES

Supervisors meet with administrators a minimum of three times a year: an initial assessment conference, a mid-year or interim conference, and a final performance evaluation.

When conducting an assessment conference, the supervisor should do the following:

- Reflect on the following questions prior to individual assessment conferences:
  - Is the work sufficiently challenging? Too difficult?
  - Does the administrator know what is expected?
  - Does the administrator receive the necessary guidance?
  - Does the administrator have an adequate knowledge of the job and field?
  - Does the administrator appear to have the necessary abilities?
  - Does the administrator receive the necessary or assistance from others?
  - Are there factors beyond the administrator’s control that may be limiting performance?
  - Is the administrator rewarded for good performance?
  - Does the administrator have a negative attitude toward certain aspects of work?
  - Do I feel the interview is worthwhile? (Supervisors must be convinced of the value of the interview to better convey its worth to the administrator and thus promote the prospect of eliciting cooperation.)
  - Am I in a friendly and cooperative frame of mind?
  - Will I be sympathetic and understanding as well as objective and analytical?
  - Will I be inclined to be too critical or too lenient?
  - Will I be inclined to conduct the session on a superficial level and not discuss important issues, problems, or concerns?
  - Am I prepared to listen to explanations or even arguments?
  - Am I prepared to change my opinion of the individual’s performance if the discussion indicates that I might have been mistaken?
  - Do I expect to learn something from the session?
  - How do I feel about the individual to be appraised?
Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for both the supervisor and the administrator.

Give the administrator sufficient time to prepare for the meeting (the more time the administrator spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).

Define the purpose of the conference (initial, interim, or final) at the outset: TO HELP ADMINISTRATORS IMPROVE PERFORMANCE FOR THE BENEFIT OF THE DISTRICT AND SCHOOL OR DEPARTMENT.

Guide and control the session to resolve performance issues and achieve the objectives/goals of the session.

Tell the administrator that the conference will involve two-way communication to discuss the administrator’s job and level of expectation or performance regarding the standards and/or indicators. Listen and talk.

Start the session by getting the administrator talking through open-ended questions about the job and objectives/expectations.

Demonstrate understanding of the administrator’s feelings and point of view, especially if the supervisor holds a different point of view which will be conveyed during the session.

Analyze all available performance-related information and identify critical trends and patterns before conducting individual mid-year appraisal sessions.

Note specific examples or occasions when the administrator’s performance, rated at any level, deserves special attention.

If subordinate performance is below the professional level, provide specific ideas as to how the administrator may improve his/her performance.

Motivate the administrator to improve his/her performance by:
  - praising the administrator for past work well done
  - treating the administrator as an equal and with respect
  - ending the meeting on a positive note

Discuss administrator performance relative to professional “expectations” at his/her level of experience, without comparing the administrator with others.

Be friendly and supportive, recognizing that the performance appraisal conference is very important to the administrator. S/he will be very sensitive and may misinterpret attitudes toward him/her. Convey the impression that there is sufficient time for the conference and that it is important.

Keep concise notes. Though the initial and mid-year performance appraisal conferences are not rating sessions, information shared during these conferences bear upon the final evaluation given in the last conference.

State the importance of the employee’s performance to the department/school/district.

Do not merely read the form to the administrator.

Encourage self-improvements; let the administrator “assess” themselves.

Help the administrator be realistic and objective.

Discuss strong points as well as developmental areas.

Focus the discussion on performance, not personalities; focus on how results deviate from expected performance.
Minimize the number of criticisms. (Too many threaten the administrator’s self-esteem and put him/her on the defensive. S/he will not know which are the most important.)

Explain why a behavior is unsatisfactory and cannot continue.

Deal only with developmental areas that are likely to happen again and that the administrator can correct.

Deal with one issue at a time – do not skip around; establish closure for each issue.

Admit the possibility of misunderstanding or differences in viewpoints. Do not argue.

Discuss factors that may be hindering the administrator’s ability to do the job.

Distinguish between the assessment of the administrator’s performance on his/her current job and his/her potential for promotion.

Keep the discussion focused and allocate time appropriately.

When completing the performance appraisal form and making the final performance ratings, supervisors do the following:

Consider the performance expectations previously established and the discussion during the interim session.

Record specific comments for each standard and/or indicator being rated.

Give greater consideration to those standards and indicators that are absolutely essential to the success of the administrator in making the overall assessment of performance; overall assessment ratings are not an average of all ratings.

**COACHING, MENTORING, AND ASSISTANCE**

Supervisors are responsible for developing their administrators. In meeting this responsibility, they provide coaching and/or mentoring and assistance throughout each yearly performance appraisal cycle. The objectives are as follows:

- Improve personal performance and ensure the development of administrators.
- Help administrators eliminate or reduce mistakes or personal shortcomings.
- Provide feedback to administrators on errors, shortfalls, or successes.
- Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance.

Coaching and mentoring include all the instructions, praise, suggestions, criticisms, and mutual discussions used to develop and motivate administrators. They are a direct response to the need to assist administrators in developing their potential, including skills required for success in their chosen positions. It requires objectivity, analysis, and an awareness of and respect for another person’s viewpoints and reactions. Most coaching and mentoring are situational. Problems and exceptional performance are addressed in conferences as they arise; to be made aware of something done three months prior to such a conference may lead to a feeling of unfairness and resentment. Likewise, to save up all praise and criticism for the scheduled performance assessment conference overwhelms the administrator. Of course, coaching and mentoring also occur during the regularly scheduled formal performance assessment sessions.
The major differences between the two opportunities for coaching and mentoring include the following:

**Situational Coaching & Mentoring**
- usually prompted by specific situation
- usually addresses a problem, though can also reinforce successful performance
- usually little or no time for preparation as it addresses a current situation now
- involves non-routine format

**Performance Assessment/Career Counseling, Coaching and Mentoring**
- usually tied to evaluating overall performance
- scheduled for specific times
- usually adequate time for preparation

**Performance Assessment/Career Counseling, Coaching and Mentoring**

The primary goal of the performance assessment is to ensure the administrator meets performance expectations; however, career counseling/mentoring, a critical component of the performance appraisal system, is also provided. Characterized as a continuing discussion between the supervisor and administrator, this mentoring is an on-going process which does not include any prescribed form. The discussion considers the administrator’s longer-term career goals, expectations, and professional development needs. The objectives of career counseling/mentoring include the following:

- Improve personal performance and assure continued professional growth and development of administrators.
- Prepare administrators for future work assignments requiring greater levels of professional and personal commitment.
- Help administrators identify short-term and long-term career goals.
- Provide unfiltered feedback to administrators on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the administrator. The supervisor’s role is to provide advice and counsel and to explain how the administrator’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the administrator’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from mentoring, an administrator must take an active role in the process.

When an administrator’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance, and coaching may be involved. If the administrator is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.

The supervisor may suggest other forms of assistance including mentoring from another experienced administrator. Systemic problems or unique conditions which may impact performance are taken into consideration.

When performance is rated as “needs improvement” or “unsatisfactory” during the interim review or the final annual review, coaching, mentoring and assistance are documented on the Instructional Leadership Professional Development Assistance Plan (PDAP) Form.
CAREER COUNSELING

Career counseling is a discussion between the supervisor and employee of the employee’s longer-term career goals and development needs.

The objectives of career counseling are to:

1. Improve personal performance and assure continued professional growth and development of employees.
2. Prepare employees for future work assignments requiring greater levels of professional and personal commitment.
4. Provide unfiltered feedback to employees on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor’s role is to provide advice and counsel and to explain how the employee’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the employee’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from career counseling, an employee must take an active role in the process.

When an employee’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.

PERFORMANCE APPRAISAL COMMUNICATION PLAN COMPONENTS FOR PRINCIPALS

Purpose: Clarity, consistency, and reliability in performance appraisal observations, feedback/coaching, and continuous improvement of school leadership.

Parameters: After initial training, regular updates will be scheduled for observers and administrators to maintain inter-rater reliability; connections to the common language of effective instruction (Brevard’s Effective Strategies for Teaching – B.E.S.T.), Individual Leadership Growth Plans, and School Improvement Plans will be made.

Program Evaluation: Ongoing program evaluation will be conducted through triangulation of multiple data sources including participant reflection and artifacts, observation/conference data, and summative performance evaluation comparing school-wide student achievement and teacher achievement with leader behaviors.

Training Component
- Overview of Instructional Performance Appraisal System
- Dimensions/FL Educator Accomplished Practices
- Procedures and Timelines
- Peer Review Module
- Rubrics for Dimension Criteria and Ratings
- Orientation training of IPPAS

Conducted By
- Superintendent
- District Staff
- Supt/Area Supts/Principals
- Supt/Area Supts/District Staff
- District Staff & Principals
- Superintendent & HR Director

Timeline
- April, May & June 2011
- April, May, July & August 2011
- July & August 2011
- August 2011
- July & August 2011
- July 2011

Training Follow up/Implementation: Leadership Teams, Mentor Principals, and Collaborative Leaders, and School Improvement Leadership Teams will receive targeted professional development and implement Lesson Study and Brevard’s Classroom Walkthroughs to enhance their leadership skills as part of the Professional Learning Community schools and our collaborative culture.
APPENDIX
Continuous Improvement Cycle

Data Informed → Data Informed

Reflection and Results

Outcome Indicators (Target, Goals)
Connected to data – identified need
S.M.A.R.T.
Survey
-Students, parents, teachers
- Measureable

Best Practice (Effective)
Connected to data - Identified need

Specific Work Plans
Operationalize performance objectives
In-process monitor and measures
Drives action
Implementation timelines and responsibilities

Program/Practice Self-Analysis
Connected to data – identified need
Strengths
Areas for growth

Small Number of Action-Oriented Staff
Performance Objectives
Programmatic efforts
Delivery models/practices

Our Mission is to Serve Every Student with Excellence as the Standard!
### BPS Principal Standards (1 – 5)

#### Instructional Leadership
- Plans for learning gains & school improvement goals
- Involves staff in current best practices
- Instructional Alignment
- Uses student performance evaluations to improve instruction for all student populations
- Ensures that teachers receive the assistance they need to improve teaching & learning
- Communicates with the community, staff, & district personnel

#### Managing the Learning Environment
- Demonstrates organizational skills/techniques
- Administers/develops policies that provide a safe school environment
- Plans, schedules, and delegates work so that resources are used appropriately
- Utilizes an efficient budget planning & monitoring process
- Connects daily operations to student learning goals
- Identifies & organizes resources to achieve goals
- Conforms to legal & ethical standards to achieve goals

#### Learning, Accountability, and Assessment
- Develops & demonstrates skills in evaluating instructional strategies & materials
- Monitors & assesses instructional programs, activities, and materials
- Trains staff in the use of diagnostic tools to access, identify, and apply instructional improvement
- Uses multiple sources of data to manage the accountability & instructional improvement processes
- Incorporates successful programs from other schools with similar demographics to identify strategies for improving student achievement

#### Decision Making Strategies
- Conforms to appropriate legal standards
- Exhibits decisiveness & self-confidence in making difficult decisions
- Makes curricular & instructional decisions focused on student learning
- Delegates/involves others clearly & appropriately to accomplish organizational goals
- Views events & problems from multiple perspectives
- Identifies patterns & trends to improve school
- Considers long range effects of decisions

#### Technology
- Implements technology to enrich curriculum instruction & assessment
- Promotes effective technology integration
- Understands laws & policies
- Uses technology to make data-driven decisions
- Models the use of technology as a tool
## BPS Principal Standards (6 – 10)

<table>
<thead>
<tr>
<th>Human Resources Development</th>
<th>Ethical Leadership</th>
<th>Vision/Mission</th>
<th>Community &amp; Stakeholder Partnerships</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personnel evaluation</td>
<td>• Models &amp; monitors district organizational values</td>
<td>• Vision &amp; Mission of School</td>
<td>• Shared Decision Making</td>
<td>• Effective Communication &amp; Interpersonal Skills</td>
</tr>
<tr>
<td>• Operates within the provisions of the labor contracts</td>
<td>• Develops a personal code of ethics</td>
<td>• School &amp; Community</td>
<td>• Resource Support from Community &amp; Family</td>
<td>• Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in all aspects of the educational organization</td>
</tr>
<tr>
<td>• Professional development</td>
<td>• Acts in accordance with federal &amp; state constitutional provisions</td>
<td>• School Culture</td>
<td>• Community Leadership Affiliation</td>
<td>• Diversity in Staffing</td>
</tr>
<tr>
<td>• Understands the hiring process</td>
<td></td>
<td>• School Advisory Council</td>
<td></td>
<td>• Legal &amp; Ethical Standards</td>
</tr>
<tr>
<td>• Empowers faculty &amp; staff to achieve goals &amp; set high performance expectations</td>
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</table>
**Standard 1: Instructional Leadership**

High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills. *(3 points for total standard)*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans for learning gains and school improvement goals</td>
<td>- School Improvement Plan (SIP) and achievement goals consistently guide and drive instructional improvement decisions. &lt;br&gt; - Monitors SIP quarterly, provides feedback &amp; adjustment as needed (e.g. SIP; ALG from FCAT, FAIR, EOC exams, etc.)</td>
<td>- SIP and achievement goals are aligned with the district adopted Strategic Plan. &lt;br&gt; - Targets continuous instructional improvement utilizing current research (e.g. SIP; ALG from FCAT, FAIR, EOC exams, etc.)</td>
<td>- SIP and achievement goals are not consistently aligned with the district adopted Strategic Plan.</td>
<td>- SIP and achievement goals do not align with the district Strategic Plan.</td>
</tr>
<tr>
<td>Involves staff in current best practices</td>
<td>- Professional Learning Communities (PLC) within the school meets at least 2 x per month. &lt;br&gt; - Evidence indicates the emphasis of BEST instructional practices and/or other research tied to instructional effectiveness (e.g. PLC notes; faculty meeting agendas.)</td>
<td>- PLCs have been implemented throughout the teaching staff. &lt;br&gt; - Evidence indicates an ongoing study of BEST strategies/ practices (e.g. PLC notes; faculty meeting agendas.)</td>
<td>- PLCs have not consistently been implemented throughout the teaching staff. &lt;br&gt; - Little evidence of an emphasis on current best practices involving staff.</td>
<td>- PLCs have not been implemented and there is no clear evidence of an emphasis on current best practices involving staff.</td>
</tr>
<tr>
<td>Instructional Alignment</td>
<td>- Promotes and provides evidence of PLC-developed common formative assessments aligned with NGSS; evidence.</td>
<td>- PLCs meet consistently to discuss and ensure the consistent alignment of content and instruction to ensure student achievement of established standards.</td>
<td>- PLCs have not consistently been implemented. &lt;br&gt; - Minimal evidence presented indicating alignment of content and instruction within and/or among PLCs.</td>
<td>- PLCs have not been implemented. &lt;br&gt; - No clear evidence of efforts being put forth to align content and instruction to ensure student achievement of established standards.</td>
</tr>
<tr>
<td>Uses student performance evaluations to improve instruction for all student populations</td>
<td>- Actively employs and utilizes diagnostic assessments, formative and summative assessments to assist teachers with monitoring the academic growth of individual students. &lt;br&gt; - Shows evidence of monitoring student achievement at least quarterly via GQ, A3 or DSDS, FCAT, etc.</td>
<td>- Student performance assessments are reviewed/ monitored for all student populations at least 2x via GQ, A3 or DSDS, FCAT scores.</td>
<td>- Little evidence is available to show the monitoring of the academic growth of individual students. &lt;br&gt; - Little evidence of assisting teachers with the monitoring of students’ academic progress.</td>
<td>- No evidence of the utilization of diagnostic information, formative and/or summative assessments to monitor academic achievement among individual students.</td>
</tr>
</tbody>
</table>
## Standard 1: Instructional Leadership

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<tbody>
<tr>
<td>Ensures that teachers receive the assistance they need to improve teaching and learning; conditions that enhance the staff’s desire and willingness to focus energy on achieving educational excellence</td>
<td>Consistently provides feedback, clarification, updates and collaborates with teachers/PLCs/IPST to continuously improve instructional strategies. Collaborative assistance is more than routine and is part of the culture.</td>
<td>Feedback to teachers and assistance necessary to improve teaching and learning is evident through PLC meeting notes, faculty meetings, adherence and fidelity of any implemented PDAPs, etc. The implementation of BEST instructional strategies is a focus of the school.</td>
<td>Very little interaction between the administration and teachers in an effort to increase student achievement is evident. Feedback and collaboration with teachers to improve instructional strategies is not consistently demonstrated. PLCs have not consistently been implemented throughout the teaching staff. Collaborative assistance is more than routine and is part of the culture.</td>
<td>No evidence of collaboration between teachers and administrator to improve instruction (e.g. PLCs have not been implemented.) When teachers are on PDAPs, adherence to the administrative assistance portion of the PDAP lacks fidelity in keeping with the assistance plan.</td>
</tr>
<tr>
<td>Communicates with the community, staff, and district personnel</td>
<td>Efforts to engage stakeholders are numerous and successful. Families and stakeholders receive frequent (at least monthly) information about activities at the school and opportunities to engage in the instructional programs within the school. Multiple ways of communicating are utilized to ensure maximum understanding (e.g. newsletters, Synervoice, marquee, Edline emails, Edline postings, PTO meetings, SAC meetings, etc.)</td>
<td>Stakeholders receive information about activities at the school at least quarterly. Sensitivity to the needs of the community are taken into account when selecting modes of communication to ensure maximum delivery (e.g. newsletters, Synervoice, marquee, Edline emails, Edline postings, PTO meetings, SAC meetings, etc.)</td>
<td>Minimal evidence of attempts made to stakeholders to elicit their involvement in the instructional programs offered. More evidence of incorporating multiple modes of communication is necessary to ensure that stakeholders are made aware of the instructional program.</td>
<td>Little or no attempts are made to engage stakeholders in the instructional programs at the school. Little evidence is shown that demonstrates communication with stakeholders.</td>
</tr>
</tbody>
</table>
**Standard 2: Managing the Learning Environment**

High performing leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment. *(2 points for total standard)*

<table>
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<tr>
<td><strong>Demonstrates organizational skills/techniques</strong></td>
<td>• Organization is a priority as evidenced by consistently meeting deadlines for district and state reports. • Consistently prioritizes issues that arise, delegates as appropriate and makes decisions in a timely, organized manner that promotes a successful learning culture.</td>
<td>• Meets deadlines on a regular basis. • Due dates and appropriate procedures are communicated in an organized and timely fashion.</td>
<td>• More attention to planning and organization is necessary to ensure compliance with deadlines. • Lack of consistency with meeting deadlines. • Adherences to established district procedures are inconsistent.</td>
<td>• Deadlines in vital area(s) necessary to successfully lead a complex and diverse organization are rarely met. • Progress is impeded/impacted within school and/or beyond the school due to a lack of organization and planning.</td>
</tr>
<tr>
<td><strong>Administers/develops policies that provide a safe school environment</strong></td>
<td>• Consistently follows rules and procedure set forth by the district to provide a safe and secure environment.</td>
<td>• Clear evidence of following district policies. • Administers appropriate consequences in keeping with district policies and students’ individual needs.</td>
<td>• Minimal evidence of adhering to district policies and procedures regarding safety and security. • More evidence of supervision during school hours and during after school events is necessary.</td>
<td>• No evidence of adherence to district policies and procedures regarding safety and security. • Does not respond appropriately to discipline issues.</td>
</tr>
<tr>
<td><strong>Plans, schedules and delegates work so that resources are used appropriately; short and long-term priorities and goals are established and met.</strong></td>
<td>• Consistently demonstrates the ability to plan, schedule and delegate resources to meet not only short-term goals but long-term goals as well. • Consistently demonstrates the ability to think beyond the current needs of the school. • Plan for future needs and regular connection to classrooms.</td>
<td>• Short-term and long-term goals are typically achieved. • Planning and scheduling is properly organized. • Work is delegated appropriately to ensure that priorities aligned with the district’s Strategic Plan are established and met.</td>
<td>• Does not consistently demonstrate the ability to plan, schedule and delegate resources appropriately. • Appropriate planning, scheduling, and delegation of work lack consistency. • Short and/or long-term goals are not consistently aligned with the district’s Strategic Plan.</td>
<td>• Little or no evidence to demonstrate appropriate planning, scheduling and delegation of work to ensure that resources are utilized in accordance with district and/or state policies. • Short and long-term goals are not aligned with the district’s Strategic Plan.</td>
</tr>
<tr>
<td><strong>Utilizes an efficient budget planning and monitoring process (e.g., athletic, textbook, and/or department budgets)</strong></td>
<td>• Internal audits indicate adherence to accounting practices aligned with district procedures. • Audit findings are clearly addressed through written responses and rectified through immediate action. • Budgetary planning and monitoring is clearly evident and involves stakeholders.</td>
<td>• Budgetary planning and monitoring is aligned with district policies and involves stakeholders. • Responses to internal audits indicate action to rectify findings/comments.</td>
<td>• Budgetary planning and monitoring is not consistently aligned with district procedures. • Responses to audit findings are not consistently aligned with district protocol and procedures.</td>
<td>• Little or no evidence of planning or managing school resources. • Little or no evidence of stakeholder input in the planning process. • Responses to audit findings are not aligned with district procedures and do not indicate immediate action to rectify findings.</td>
</tr>
</tbody>
</table>
## Standard 2: Managing the Learning Environment

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<tbody>
<tr>
<td>Connects daily operations to student learning goals; builds</td>
<td>School clearly is characteristic of a high-performing learning culture.</td>
<td>Characteristics of a high-performing learning culture are evident.</td>
<td>Lack of follow-up with teachers/staff to ensure that high-performing learning culture exists throughout the school (e.g. iObservations, PLCs.)</td>
<td>Little or no evidence of high expectations for all students. Instructional focus lacks rigor, relevance and relationships. Identifies and organizes resources to achieve goals.</td>
</tr>
<tr>
<td>of culture of learning at the school</td>
<td>Student academic achievement is at the center of PLC meetings, SAC meetings, etc.</td>
<td>Administration and teachers have high expectations for all students.</td>
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<tr>
<td>Indentifies and organizes resources to achieve goals</td>
<td>Consistently demonstrates the ability to identify the appropriate resources and organize them to achieve curricular/instructional goals.</td>
<td>Demonstrates the ability to identify appropriate resources and organizes them to achieve curricular/instructional goals.</td>
<td>Does not consistently demonstrate the ability to identify appropriate resources and organize them to achieve curricular/instructional goals.</td>
<td>Little or no evidence of appropriate identification and organization of resources to meet instructional goals.</td>
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<tr>
<td></td>
<td>Consistently demonstrates the ability to prioritize goals and utilize and/or save resources to meet long-term goals.</td>
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</tr>
<tr>
<td>Conforms to legal and ethical standards to achieve goals</td>
<td>Consistently reviews legal and ethical standards to ensure compliance and conformity.</td>
<td>Follows state and district policies to maintain all legal and ethical standards (e.g. test security, confidentiality of records, input of data, accounting practices, etc.)</td>
<td>Inconsistency when following district policies to ensure compliance in legal and/or ethical standards.</td>
<td>Lack of concern for conformity to legal and ethical standards. Consistent disregard for adhering to state/district requirements/policies.</td>
</tr>
<tr>
<td></td>
<td>Following legal and ethical standards is clearly modeled and part of the culture of the school (e.g. test security, confidentiality of records, input of data, accounting practices, etc.)</td>
<td></td>
<td>More attention to state and district policies is necessary to ensure compliance in legal and/or ethical standards.</td>
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</tbody>
</table>
**Standard 3: Learning, Accountability & Assessment**

High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process. *(2 points for total standard)*

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Develops and demonstrates skills in evaluating instructional strategies</td>
<td>Consistently demonstrates the skills associated with evaluating instructional strategies and materials.</td>
<td>Skills associated with evaluating instructional strategies and materials are developed and demonstrated.</td>
<td>Evaluating instructional strategies and material is not consistently demonstrated.</td>
<td>Little or no evidence of developing and demonstrating skills in evaluating instructional strategies and materials.</td>
</tr>
<tr>
<td>and materials</td>
<td>iObservations and appropriate feedback are part of the school culture.</td>
<td>iObservations have been implemented and occur frequently in keeping with district guidelines.</td>
<td>iObservations of teachers are not consistently conducted.</td>
<td>Minimal evidence of the implementation of iObservations of teachers in keeping with district procedures.</td>
</tr>
<tr>
<td>Monitors and assesses instructional programs, activities, and materials</td>
<td>Consistently monitors and assesses instructional programs, activities and materials and compares their implementation with student performance.</td>
<td>The implementation of instructional programs, activities and materials is monitored with student performance.</td>
<td>The monitoring and assessing of instructional programs, activities and materials is not consistently demonstrated.</td>
<td>Little or no evidence of monitoring and assessing of instructional programs, activities and materials.</td>
</tr>
<tr>
<td></td>
<td>Routinely engages in feedback and reflection with teachers to monitor and assess programs, activities and materials regarding their efficacy.</td>
<td>Feedback and reflection is shared with teachers to monitor and assess programs, activities and materials regarding their efficacy.</td>
<td>Feedback and reflection is not consistently shared with teachers regarding the correlation of instructional programs, activities and materials and student performance.</td>
<td>Little or no evidence of engaging in feedback and reflection with teachers regarding the correlation of instructional programs, activities and materials and student performance.</td>
</tr>
<tr>
<td>Trains the staff in the use of diagnostic tools (e.g. FAIR, FCAT Explorer)</td>
<td>Consistently leads the development of training for the staff in diagnostic tools (e.g. FAIR, FCAT Explorer) to access, identify, and apply instructional improvement – training provided at least twice per school year.</td>
<td>Provides training for the staff in diagnostic tools (e.g. FAIR, FCAT Explorer) to access, identify, and apply instructional improvement – training provided at least once per year.</td>
<td>Does not consistently provide training for teachers in the use of diagnostic tools.</td>
<td>Training is not offered or provided for teachers in the use of diagnostic tools.</td>
</tr>
<tr>
<td></td>
<td>(e.g. FAIR, FCAT Explorer) to access, identify, and apply instructional improvement – training provided at least twice per school year.</td>
<td></td>
<td>Assistance with the access, identification and application of the software tools is left up to the teacher to determine.</td>
<td>Little or no evidence that assistance is provided for teachers about diagnostic tools.</td>
</tr>
</tbody>
</table>
### Standard 3: Learning, Accountability & Assessment

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Uses multiple sources of data to manage the accountability and</td>
<td>Routinely (at least four times per school year) utilizes multiple sources</td>
<td>Utilizes multiple sources of data to manage the accountability and</td>
<td>Does not consistently utilize multiple sources of data to manage the accountability and</td>
<td>Little or no evidence of utilizing multiple sources of data manage accountability and instructional</td>
</tr>
<tr>
<td>instructional improvement processes (e.g., Student Desktop Data, A3,</td>
<td>of data to manage the accountability and instructional improvement processes</td>
<td>instructional improvement processes (e.g., Desktop Student Data System,</td>
<td>instructional improvement processes. The importance of utilizing these sources of data is not</td>
<td>improvement. Trainings on how to utilize sources of data to improve instruction is not offered and/or</td>
</tr>
<tr>
<td>Data Dashboard, AP Potential, Student Assessment Record)</td>
<td>(e.g., Desktop Student data System, A3, Data Dashboard, AP Potential, Student</td>
<td>A3, Data Dashboard, AP Potential, Student Assessment Record.)</td>
<td>regularly encouraged or demonstrated.</td>
<td>emphasized.</td>
</tr>
<tr>
<td></td>
<td>Assessment Record.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Models the use of these with teachers.</td>
<td>Training on how to utilize sources of data is provided, encouraged and</td>
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</tr>
<tr>
<td></td>
<td>Multiple trainings and assistance are consistently offered regarding</td>
<td>modeled.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>multiple sources of data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates successful programs from other schools with similar</td>
<td>Consistently collaborates with Principal Review Team (PRT) to share and</td>
<td>Collaborates effectively with Principal Review Team (PRT). Demonstrates</td>
<td>Does not consistently collaborate with PRT.</td>
<td>Little or no evidence of collaborating with PRT.</td>
</tr>
<tr>
<td>demographics to identify strategies for improving student achievement</td>
<td>problem-solve issues beyond the boundaries of one’s own school in an effort</td>
<td>the ability to identify successful instructional strategies for improving</td>
<td>Does not regularly demonstrate the ability to identify strategies for improving student</td>
<td>Little or no evidence of ability to identify strategies for improving student achievement and/or ability</td>
</tr>
<tr>
<td></td>
<td>to strive for continuous improvement throughout the district.</td>
<td>improving student achievement.</td>
<td>achievement.</td>
<td>to incorporate successful programs from schools with similar demographics.</td>
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</table>

Our Mission is to Serve Every Student with Excellence as the Standard!
**Standard 4: Decision Making Strategies**

High performing leaders plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous school improvement.

*(2 points for total standard)*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conforms to appropriate legal standards; utilizes multiple sources of data to inform decisions and resolve problems</td>
<td>Consistently follows state and/or district policies (e.g. state mandates, School Board policies, law enforcement issues.)</td>
<td>State and district policies are followed on a regular basis.</td>
<td>More awareness and knowledge regarding state and district policies is necessary in order to make informed decisions and resolve problems in a manner that is appropriate for specific incidents.</td>
<td>Limited or no evidence that administrator follows appropriate policies.</td>
</tr>
<tr>
<td></td>
<td>Routinely considers multiple sources of data prior to making decisions.</td>
<td>Awareness and knowledge of state and district policies is evident.</td>
<td></td>
<td>No effort is made to conform to legal standards and protocol.</td>
</tr>
<tr>
<td></td>
<td>Contingency plans are routine.</td>
<td>It is clear that multiple sources of data have been utilized before reaching decisions.</td>
<td></td>
<td>Interaction with stakeholders, staff and district personnel is not in keeping with District’s Operational Beliefs.</td>
</tr>
<tr>
<td></td>
<td>Responses to stakeholders, staff and district personnel are consistently timely, sensitive to individual needs and tailored to fit specific incidents/issu.</td>
<td>Problems are typically resolved in a timely manner that indicates sensitivity to individual concerns.</td>
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</tr>
<tr>
<td>Exhibits decisiveness &amp; self-confidence in making difficult decisions (e.g. difficult personnel decisions, ineffective teacher or staff performance)</td>
<td>Exhibits willingness and ability to make challenging decisions, even in the face of controversy, that are in the best interests of students and the school.</td>
<td>Demonstrates decisiveness and self-confidence when faced with a difficult decision.</td>
<td>More confidence and decisiveness is necessary to follow-through on challenging situations and see them through to completion.</td>
<td>Unwilling to make challenging decisions.</td>
</tr>
<tr>
<td></td>
<td>Consistently shows the ability to prioritize challenging decisions in keeping with state and district policies and procedures.</td>
<td>Prioritizes challenging decisions.</td>
<td>Needs more support in prioritizing challenging decisions and establishing timelines that will resolve those issues.</td>
<td>Lacks self-confidence to tackle tough decisions.</td>
</tr>
<tr>
<td>Makes curricular and instructional decisions focused on student learning</td>
<td>Evidence consistently shows that decisions are clearly focused on student learning.</td>
<td>Decisions are focused on student learning as evidenced by SIP, PLC minutes, etc.</td>
<td>Curricular and instructional decisions do not follow state and/or district guidelines in keeping with the Student Progression Plan, etc.</td>
<td>Demonstrates indecisiveness in most instances.</td>
</tr>
<tr>
<td></td>
<td>SIP, PLC documentation clearly demonstrates a focus on student learning.</td>
<td>State and district curriculum procedures are followed and enforced with fidelity per the Student Progression Plan.</td>
<td></td>
<td>Lacks the ability to prioritize difficult decisions.</td>
</tr>
<tr>
<td></td>
<td>Student Progression Plan is reviewed with teachers on a regular basis to ensure fidelity.</td>
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</table>

*Our Mission is to Serve Every Student with Excellence as the Standard!*
### Standard 4: Decision Making Strategies

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<tbody>
<tr>
<td>Delegates/Involves others clearly and appropriately to accomplish organization goals</td>
<td>Opportunities for professional growth through the delegation of non-routine tasks are part of the school culture. Teachers and staff are clearly encouraged to accept and volunteer for professional growth opportunities that assist toward meeting organizational goals.</td>
<td>Tasks that reinforce and support the goals of the school are delegated in an effort to build leadership qualities among others and involve others in the process of accomplishing goals.</td>
<td>More feedback and guidance on the part of the administrator are necessary when delegating tasks to others. Clear roles, timelines for completion and goals have not been established in order to model procedures and delegate successfully.</td>
<td>Evidence does not indicate delegation of tasks to others and/or the involvement of others in accomplishing organizational goals.</td>
</tr>
<tr>
<td>Views events and problems from multiple perspectives; analyzes unresolved questions/situations before determining a course of action</td>
<td>Responses to stakeholders, staff and district personnel are consistently timely, sensitive to individual needs and tailored to fit specific incidents/issues. It is clear that multiple perspectives are considered when an event or problem arises. It is clearly evident that unresolved questions/situations have been measured as evidenced by contingency plans.</td>
<td>Events and problems are viewed from multiple perspectives prior to making a decision (e.g. includes input from school leadership team, teachers, students, and parents as appropriate.)</td>
<td>Does not consistently demonstrate the ability to view events beyond one’s own lens. Contingency plans are rarely considered and/or devised to increase preparedness.</td>
<td>Multiple perspectives are not considered prior to making a decision; decisions are top-down and lack collaboration when determining a course of action. Does not consistently think about and/or consider events from another person’s perspective.</td>
</tr>
<tr>
<td>Identifies patterns and trends to improve school (e.g. analyzes assessments, staffing, demographics, community perspectives, student behavior)</td>
<td>Consistently collaborates with Principal Review Team, SAC, and school staff to share and problem-solve issues beyond the boundaries of one’s own school in an effort to strive for continuous improvement throughout the district.</td>
<td>Demonstrates the ability to identify patterns/trends when analyzing data. Shares that information with stakeholders and is able to formulate SMART goals with teachers/stakeholders to establish IPDP goals that coincide with the SIP plan and increase student achievement to meet the goals of the school.</td>
<td>Does not consistently demonstrate the ability to determine patterns and trends for the school as a whole when reviewing assessments, community data, discipline data, etc.</td>
<td>No evidence that formative and summative assessments are reviewed to identify patterns and trends. Feedback is not provided to stakeholders regarding overall patterns and strategies to improve achievement.</td>
</tr>
<tr>
<td>Considers long range effects of decisions (e.g., expulsions, staffing, curriculum, budget)</td>
<td>Consistently demonstrates the ability to consider the long-range impact of a decision. Demonstrates the ability to modify/adjust decisions if necessary and appropriate.</td>
<td>Considers long-range effects of a decision prior to making the decision.</td>
<td>Does not consistently demonstrate the ability to consider the effect/impact a decision will have on stakeholders.</td>
<td>Does not demonstrate the ability to reflect about the possible impact or effects a decision may have on others prior to imposing the decision.</td>
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</tbody>
</table>
## Standard 5: Technology

High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. *(2 points for total standard)*

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| Implements technology to enrich curriculum instruction and assessment | - Manages the staff and teachers in their use of technology, telecommunications and information systems.  
  - Obtains whatever resources are necessary and available to increase access to technologies for the school. | - Incorporates the use of telecommunications and information systems to enhance instruction and promote student achievement. | - Struggles to use technology, telecommunication and information systems for all stakeholders. | - Does not utilize technology, telecommunication and informational systems to enhance curriculum and instruction. |
| Promotes effective technology integration           | - Monitors the instructional use and encourages exploration of innovative technology.  
  - Creates and communicates a clear vision of integrating technology for the school and community. | - Promotes the effective use of technology integration in the classroom.  
  - Increases access and supports the educational technology efforts of staff and teachers. | - Inconsistent promotion and use of technology.  
  - Occasionally communicates technology integration to the school community. | - Does not encourage the use of technology in an instructional setting. |
| Understands laws and policies                       | - Shares laws and policies related to educational technology with all stakeholders.  
  - Monitors the implementation of these laws and policies. | - Understands the laws and policies regarding educational technology. | - Disregards laws and policies regarding educational technology. | - Disregards laws and policies regarding educational technology. |
| Uses technology to make data-driven decisions       | - Creates and communicates a clear vision of technology integration for the school community.  
  - Monitors and encourages instructional staff to use data to drive instruction through the use of technology. | - Uses technology for student assessment and the evaluation of the impact of instructional initiatives. | - Inconsistent use of technology to make data-driven decisions. | - Inability to use technology to make data-driven decisions. |
| Models the use of technology as a tool              | - Demonstrates and encourages instructional staff to use technology as a tool to support both educational and community activities. | - Models the use of technology as a tool in support of both educational and community activities. | - Occasionally demonstrates the use of technology as a tool to support both educational and community activities. | - Does not model the use of technology as a tool in support of both educational and community activities. |
### Standard 6: Human Resources Development

High performing leaders recruit, select, nurture, and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer. **(2 points for total standard)**

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<tr>
<td><strong>Personnel evaluation</strong></td>
<td>Utilizes the methods and principles of personnel evaluation. Works with staff so they have the skills to ensure that all students are engaged in active learning. Supports colleagues’ professional growth to learn from each other.</td>
<td>Demonstrates an understanding of the methods and principles of personnel evaluation. Uses a variety of supervisory skills to improve teaching and learning.</td>
<td>Requires further training in the methods and principles of personnel evaluation.</td>
<td>Disregards professional methods and principles of personnel evaluation.</td>
</tr>
<tr>
<td><strong>Operates within the provisions of the negotiated contracts</strong></td>
<td>Empower the administrative team and staff to operate within the provisions of each contract as well as established enforcement and grievance procedures.</td>
<td>Operates within the provisions of each contract as well as established enforcement and grievance procedures.</td>
<td>Unaware of the provisions of each contract as well as established enforcement and grievance procedures.</td>
<td>Violates the provisions of each contract as well as established enforcement and grievance procedures.</td>
</tr>
<tr>
<td><strong>Professional development</strong></td>
<td>Creates a Professional Growth Plan (PGP) that encourages high expectations. Monitors the progression of instructional staff professional growth plans. Create a staff culture of continuous professional development tied to student learning and other school goals.</td>
<td>Creates a Professional Growth Plan (PGP) that connects professional growth and professional development to teacher and other school goals. Assures that all instructional staff has professional development plans. Provides collaboration opportunities for staff.</td>
<td>Creates a Professional Growth Plan (PGP) that does not include both teacher and school goals.</td>
<td>Has not created a Professional Growth Plan (PGP).</td>
</tr>
<tr>
<td><strong>Understands the hiring processes</strong></td>
<td>Hires and retains highly effective teachers and staff and holds them responsible for student learning. Builds a professional teaching culture.</td>
<td>Uses the processes necessary for hiring and retention of high quality teachers and staff.</td>
<td>Inconsistently follows the processes for hiring and retaining high quality teachers and staff.</td>
<td>Violates the processes relating to the hiring and retention of personnel.</td>
</tr>
<tr>
<td><strong>Empowers faculty and staff to achieve goals and set high performance expectations</strong></td>
<td>Creates an atmosphere conducive to goal setting. Empowers the faculty and staff to set high performing goals and to achieve them.</td>
<td>Empowers faculty and staff to achieve personal, professional and organizational goals.</td>
<td>Unfamiliar with professional and organizational goals set by faculty and staff.</td>
<td>Disregards goals set by faculty and staff.</td>
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</table>
Standard 7: Ethical Leadership

High performing leaders act with integrity, fairness, and honesty in an ethical manner. (2 points for total standard)

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</table>
| Models and monitors district organizational values | - Demonstrates well-reasoned educational beliefs based upon an understanding of teaching and learning.  
- Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment.  
- Models and monitors district organizational values.  
- Displays open, honest communication about the school/department and district.  
- Demonstrates ability to make decisions within an ethical context. | - Inconsistent support of district organizational values.  
- Violates district organizational values. | | |
| Develops a personal code of ethics                  | - Manifests a professional code of ethics and values.  
- Understands the impact of his/her actions on the school community during and outside school hours.  
- Makes decisions based on the legal, moral, and ethical implications of policy options and political strategies. | - Unaware of consequences and liability for not making ethically sound decisions.  
- Ignores consequences and liability for not making ethically sound decisions. | | |
| Acts in accordance with federal and state constitutional provisions | - Educates faculty and staff and acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.  
- Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.  
- Selectively adheres to the federal and state constitutional provisions, statutory standards, and regulatory applications. | | | - Disregards federal and state constitutional provisions, statutory standards, and regulatory applications. |
High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community. *(2 points for total standard)*

<table>
<thead>
<tr>
<th>Standard 8: Vision/Mission</th>
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<tbody>
<tr>
<td>Our Mission is to Serve Every Student with Excellence as the Standard!</td>
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<tbody>
<tr>
<td><strong>Vision and Mission of school</strong></td>
<td>• Articulates and reinforces the vision in written and spoken communication.</td>
<td>• Develops and implements a shared vision and strategic plan for the school.</td>
<td>• Does not articulate the vision and mission of the school to all stakeholders.</td>
<td>• No vision or mission statement.</td>
</tr>
<tr>
<td></td>
<td>• Aligns instructional objectives and curricular goals with the shared vision.</td>
<td>• Identifies needs that will be targeted in the shared vision and strategic plan.</td>
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</tr>
<tr>
<td><strong>School and Community</strong></td>
<td>• Recognizes the effect of external events impacting the school by holding events to enhance school pride and increase community involvement.</td>
<td>• Communicates the school’s vision, mission and priorities to the community.</td>
<td>• Little interaction between school and community.</td>
<td>• Lack of interaction between school and community.</td>
</tr>
<tr>
<td></td>
<td>• Embraces and uses the basic concepts of the change process.</td>
<td>• Understands the basic concepts of the change process.</td>
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</tr>
<tr>
<td><strong>School Culture</strong></td>
<td>• Creates and monitors conditions that motivate staff, students and families to achieve the school’s vision.</td>
<td>• Takes an active role in maintaining a positive school culture by providing a clear vision and mission for the school.</td>
<td>• Inconsistent learning culture in which there is no clear vision or mission.</td>
<td>• No clear communication of teacher or student expectations.</td>
</tr>
<tr>
<td></td>
<td>• Facilitates the development and implementation of a shared vision that places student and faculty learning at the center.</td>
<td>• Develops a community of learners centered on student learning.</td>
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</tr>
<tr>
<td><strong>School Advisory Council</strong></td>
<td>• Involves a comprehensive cross section of the school/community in establishing plans to accomplish goals.</td>
<td>• Begins the process of having a community of learners working together.</td>
<td>• Insufficient representation of stakeholders on the school advisory council.</td>
<td>• Does not include all stakeholders when establishing goals to be accomplished.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate the development and implementation of a shared vision and strategic plan for the school.</td>
<td>• Works with staff, students, and families to achieve the school’s vision.</td>
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<td></td>
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<td>• Stakeholders provide minimal input in regards to school goals.</td>
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**Standard 9: Community and Stakeholder Partnerships**

High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization, and mobilize community resources. *(2 points for total standard)*

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<tbody>
<tr>
<td><strong>Shared Decision Making</strong></td>
<td>Systematic sharing of leadership within the school and in the community based on capabilities/skill set.</td>
<td>Shares leadership and decision making with others. Involve family and community in program planning. Specific examples of engaging the community in the decision making process.</td>
<td>Inconsistent outreach for shared decision making. Works with some school and community leaders on activities within the school but not in regards to programs and allocation of resources.</td>
<td>Often makes decisions in isolation and without stakeholder input.</td>
</tr>
<tr>
<td><strong>Resource Support from Community and Family</strong></td>
<td>Maintains a formal process for resource support from families, businesses, and community members to support the school’s goals. Annually meets targets to increase business partnerships and to increase volunteers.</td>
<td>Seeks resources of families, business and community members in support of the school’s goals. Maintains a formal program for business partners and school volunteers.</td>
<td>Data reveals a decrease in support from business partners and parent and community volunteers. There is no formal process for increasing resource support from stakeholders.</td>
<td>Declining support from community and parents. No process for increasing support.</td>
</tr>
<tr>
<td><strong>Community Leadership Affiliation</strong></td>
<td>Community leaders are present and engaged in campus activities. School leadership is active in community organizations and functions. Formal systems are maintained for community leadership to partner with school leaders, examples include: religious organizations, homeowner groups, chambers of commerce and cultural or ethnic groups.</td>
<td>Identifies opinion leaders in the community and their relationships to the school. Invites those leaders to support the school’s goals.</td>
<td>Minimal opportunities exist for community leaders to impact student achievement. School leaders are not regularly visible at community events.</td>
<td>Non-productive relationships exist between school and community leaders. Community leaders are not welcome to provide input on school operations.</td>
</tr>
<tr>
<td><strong>Relationship Building</strong></td>
<td>Develops a collaborative culture within the school community and external to the formal school process. Formal systems are in place to improve the community culture and perspective of the school experience. Partnerships are in place with local agencies to provide social services and necessary outreach to the school community.</td>
<td>Nurtures relationships within and external to the school to support the school. Provides opportunities to involve family and community in a broad range of social activities.</td>
<td>Struggles with maintaining positive and productive relationships within and external to the school. Informal processes exist for minimal involvement.</td>
<td>Has damaging relationships within the school and local community. No processes exist for improving community and school relationships.</td>
</tr>
</tbody>
</table>
# Standard 10: Diversity

High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community. *(2 points for total standard)*

## Elements

<table>
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<tr>
<td><strong>Effective Communication and Interpersonal Skills</strong></td>
<td>- Communication with diverse groups demonstrates a specific understanding of cultural, educational, or ethnic differences. - Establishes meeting times and school events that demonstrate a sensitivity to the culture of the community and staff. - Consideration is made to maintaining representative groups in school organizations.</td>
<td>- Is able to interact with the various cultural, ethnic, racial, and special interest groups within the school and community. - Works to improve relationships amongst groups in the school community.</td>
<td>- Certain groups have expressed feelings of isolation or exclusion from within the school community. - Communications do not consistently demonstrate an appreciation for the diversity in the school community.</td>
<td>- Relationships amongst different school groups have been damaged through ineffective or insensitive communication.</td>
</tr>
<tr>
<td><strong>Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in all aspects of the educational organization</strong></td>
<td>- Provides formal training for staff in working with diverse groups. - Insures representative groups at all school functions and within group activities. - Monitors student performance by demographic subgroups to insure that all students’ needs are being met. - Reviews school calendar to insure cultural sensitivity in scheduling events and activities.</td>
<td>- Manages situations and interacts effectively with diverse individuals and groups. - Provides information to faculty and staff to promote sensitivity in selecting curriculum, designing assessment, and scheduling of events.</td>
<td>- Some areas of school operations <em>(for example, athletics, music programs, or food services)</em> do not consistently consider diversity when organizing activities or serving students. - No formal training is in place for providing for diverse students.</td>
<td>- Evidence suggests a lack of multicultural appreciation throughout the school organization. - Groups are disenfranchised and unrepresented in school functions.</td>
</tr>
<tr>
<td><strong>Diversity in Staffing</strong></td>
<td>- The school staff is representative of the overall school community. - Outreach strategies are employed to increase the number of qualified, diverse applicants applying for positions.</td>
<td>- Hiring practices are designed to improve demographic representation of the staff in relation to the overall community. - Minority applicants are tracked and selections are documented.</td>
<td>- The school staff is not representative of the school community and procedures are not in place to improve the ratios at the school level.</td>
<td>- Minority or underrepresented groups are not actively sought out for employment within the school.</td>
</tr>
<tr>
<td><strong>Legal and Ethical Standards</strong></td>
<td>- Consistent application of all laws related to diversity in the school. - All faculties have met requirements for ELL’s and services are documented to support diverse students. - Laws regarding ESE students are explicitly followed and paperwork regarding support of the students is 100% in compliance.</td>
<td>- Efforts have been made to bring the school to 100% compliance in serving students that are ELL or ESE. - Any teachers not meeting the requirements are in the process of receiving training. - All documentation requirements have been met.</td>
<td>- The school is not in compliance of several procedures regarding certification and documentation and there is not a plan being executed to come into compliance.</td>
<td>- Records are not maintained documenting compliance of faculty training and student services of diverse students to include ELL and ESE students.</td>
</tr>
</tbody>
</table>
# Leadership Professional Growth Plan (PGP) Development

**Plan Development** *(based on continuous improvement cycle)* – this section is to be completed by the administrator who designed the Professional Growth Plan (PGP). The Area Superintendent will monitor the implementation of the PGP, provide feedback and use rubric below for determining the level of implementation. Principal will also self-assess and score their level of implementation as indicated below. Each Principal’s PGP will be thoroughly reviewed by the Area Superintendent and three administrators (school or district based) with a possible 8 points.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (4 pts)</th>
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<tbody>
<tr>
<td>Development of Professional Growth Plan (PGP) Goal</td>
<td>Seeks out and accurately draws inferences from multiple data sources including the future learning management system.</td>
<td>Makes accurate use of data including information from the learning management system.</td>
<td>Uses school performance data as required to design individual goals.</td>
<td>Has difficulty providing evidence of using school performance data to design goal.</td>
</tr>
<tr>
<td></td>
<td>Uses both quantitative and qualitative student and teacher performance data.</td>
<td>Uses both quantitative and qualitative school performance data.</td>
<td>May have evidence of use of only quantitative or qualitative school performance data.</td>
<td>No evidence of link to school improvement plan.</td>
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<tr>
<td></td>
<td>Uses a researched, data-informed rationale to develop and analyze goals.</td>
<td>Uses a research, data-informed rationale to develop his/her goal.</td>
<td>Links to school improvement plan is limited.</td>
<td>No evidence of reflection of current practice.</td>
</tr>
<tr>
<td></td>
<td>Principal articulates research based rationale for his/her goal.</td>
<td>Analyzes student assessment data to develop goal/goals that are linked to the school improvement plan.</td>
<td>Little evidence of reflection of current practice.</td>
<td>Sets low performance goal.</td>
</tr>
<tr>
<td></td>
<td>Involves stakeholder feedback data and creates professional goal that links improvements in school wide practices and the school improvement plan.</td>
<td>Principal has evidence that he/she has reviewed his/her professional skills and targets his/her needs for improved and strengthened professional practice.</td>
<td>Goal is not a “stretch” for the principal.</td>
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<tr>
<td></td>
<td>Has supported evidence to show principal consistently and reflectively reviews his/her professional skills and can show how the objectives connect to both strengthened instructional cultural practice and/or improved student achievement outcome.</td>
<td>Goal is somewhat of a “stretch” for the principal.</td>
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<tr>
<td></td>
<td>Goal is clearly identified “stretch” for the principal.</td>
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## Leadership Professional Growth Plan (PGP) Development

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<tr>
<td><strong>Work Plan Strategies</strong></td>
<td>● There is evidence of leadership strategies and professional development to influence changes in school wide instructional practices. Strategies are action oriented and sustainable.</td>
<td>● There is evidence of leadership strategies and professional development to influence changes in school wide instructional practices. Strategies are action oriented and sustainable.</td>
<td>● Limited evidence of leadership strategies and/or professional development to influence changes in school wide instructional practices. Strategies may be action oriented, but lack sustainability.</td>
<td>● No evidence of leadership strategies and/or professional development to influence changes in school wide instructional practices. Strategies are not action oriented and/or lack sustainability.</td>
</tr>
<tr>
<td></td>
<td>● There is a clear, direct connection to the professional growth goal. Timelines are defined and realistic.</td>
<td>● Connection to the professional growth goal is evident, but weak. Timelines are somewhat defined and/or not realistic.</td>
<td>● Connection to the professional growth goal is weak. Timelines are not clearly defined and/or realistic.</td>
<td>● No connection to the professional growth goal. Timelines are poorly defined and/or unrealistic.</td>
</tr>
<tr>
<td></td>
<td>● There are defined qualitative and quantitative in-process measuring elements related to refined instructional practice, improved building culture, and enhanced student mastery.</td>
<td>● There are defined qualitative or quantitative in-process measuring elements related to leadership strategies that enhance student achievement.</td>
<td>● There are qualitative or quantitative in-process monitoring elements that are weakly related to leadership strategies that enhance student achievement.</td>
<td>● In process measuring elements are poorly defined with limited or no linkage to leadership practices or improved student achievement.</td>
</tr>
<tr>
<td></td>
<td>● The PGP demonstrates authentic reflection on current student and teacher achievement performance data review and clearly defines area for growth.</td>
<td>● Strategies for feedback and/or reflection of new practices are not clearly defined, or lack multiple feedback opportunities for formative assessment of new practice.</td>
<td>● Strategies for feedback and/or reflection of new practices are limited.</td>
<td>● No strategies for feedback and/or reflection of new practices.</td>
</tr>
<tr>
<td></td>
<td>● New practice is followed by feedback and/or reflection. Feedback is planned from Principal Review Teams (PRT), Area Coordinators, and/or Area Superintendents.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Measures and Reflections</th>
<th>Distinguished (2 pts)</th>
<th>Proficient (1 pts)</th>
<th>Professional Support Needed (0 pts)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Connected to data; identified need; SMART)</td>
<td>● The PGP includes target goals that are explicitly connected to quantitative and qualitative data from above (&quot;Data Informed&quot;) and are directly based on changes in professional practice.</td>
<td>● The PGP target goals are connected to quantitative and/or qualitative measurable data and can be explained by changes in professional practice.</td>
<td>● The PGP target goals are loosely connected to quantitative and/or qualitative data. Changes in student performance cannot be explained by changes in professional practice.</td>
<td>This cell left intentionally blank</td>
</tr>
</tbody>
</table>

---

Our Mission is to Serve Every Student with Excellence as the Standard!
Leadership Professional Growth Plan (PGP) Implementation

Plan Implementation – this section is to be completed by the administrator who designed the Professional Growth Plan (PGP). The Area Superintendent will monitor the implementation of the PGP, provide feedback and use rubric below for determining the level of implementation. Principal will also self-assess and score their level of implementation as indicated below. Each Principal’s PGP will be thoroughly reviewed by the Area Superintendent and three administrators (school or district based). The Principal and Area Superintendent will meet to discuss progress and/or determine final scoring with a total possible 8 points.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Professional Support Needed (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working the Plan (Implements the Professional Growth Plan with fidelity and professional practice)</td>
<td>● Fidelity is consistently evident both in the principal’s participation in the identified professional development and in the implementation of professional practice strategies. ● New practice/behavior is implemented with fidelity and consistent with school improvement goals. ● Timeline(s) is/are followed and/or adjusted with appropriate rationale.</td>
<td>● Principal consistently participates in professional development. ● While new leadership strategies are implemented, they are inconsistently integrated. ● Timelines are followed and/or adjusted with appropriate rationale.</td>
<td>● Principal is marginally engaged in professional development. New leadership strategies are implemented inconsistently. ● Timelines are inconsistently followed. ● Later practice is inconsistently linked to earlier attempts.</td>
<td>● Little or no evidence indicates principal is engaged in professional development and/or implementing newly acquired leadership strategies. ● Timelines are either not established or not followed.</td>
</tr>
<tr>
<td>Seeks Feedback (Seeks feedback and support and shares successful practice)</td>
<td>● Feedback and support are actively sought and implemented. ● Successful practice is readily shared and principal actively seeks opportunities to do so. ● Principal shares evidence in PRT about the implementation of identified strategies. ● At least one PRT member has observed implementation of the strategy. ● Evidence that practice has been modified as appropriate based on feedback from PRT.</td>
<td>● Seeks feedback and support. ● Will share successful practice when asked to do so. ● Principal has evidence that strategies have been shared with the PRT. ● PRT has assisted in monitoring the implementation of identified strategies. ● Principal has modified practice as appropriate based on the feedback.</td>
<td>● Feedback and support are not consistently sought. ● Principal is minimally engaged in seeking feedback and providing support.</td>
<td>● Feedback has not been sought. ● Successful practice is not shared.</td>
</tr>
<tr>
<td>In-Process Monitoring</td>
<td>● Reflection and appropriate modifications to leadership techniques for continuous improvement are clearly evident. ● Defined in-process measurement elements were consistently utilized. ● In-process efforts indicate consistent ongoing reflection of data related to PGP goal.</td>
<td>● Reflection and appropriate modifications to leadership techniques for continuous improvement are evident. ● In-process efforts indicate reflection of data related to PGP goal.</td>
<td>● Reflection upon data is not consistently demonstrated. ● Defined in-process measurement elements not consistently utilized.</td>
<td>● No evidence of reflection. ● No defined in-process measurement elements. ● Little or no evidence of ongoing formative data related to student mastery and success.</td>
</tr>
</tbody>
</table>
Leadership Collaboration and Mutual Accountability

This section is to be completed by the principal, the Area Superintendent, and the Principal Review Team (PRT) through an anonymous and transparent survey. The mean score of each indicator, in submitted surveys, will be utilized to develop a composite score for a possible 8 points.

<table>
<thead>
<tr>
<th>8 points</th>
<th>6 points</th>
<th>4 points</th>
<th>2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal routinely seeks from and provides colleagues/PRT with input regarding specific initiatives and practices.</td>
<td>Principal occasionally seeks from or provides colleagues/PRT with input.</td>
<td>Principal is sporadically involved with colleagues and does not provide for nor solicits input and feedback from others.</td>
<td>Principal is rarely involved with colleagues and does not provide for nor solicits input and feedback from others.</td>
<td>Principal is dismissive of feedback for growth and brings negativity to PRT’s and the collaboration process.</td>
</tr>
<tr>
<td>Principal consistently interacts with colleagues from both elementary and secondary levels in a positive and productive manner to promote student learning, school-wide, and district-wide success.</td>
<td>Principal routinely interacts with colleagues in a positive manner to promote student learning, school-wide, and district-wide success.</td>
<td>Occasionally interacts with colleagues from other schools to support the mission of the district.</td>
<td>Minimally interacts with colleagues from other schools to support the mission of the district.</td>
<td>Principal’s isolationism creates hostile relationships between colleagues and within schools.</td>
</tr>
<tr>
<td>Principal is consistently engaged in review of contemporary research and is knowledgeable in state and federal policies. Principal engages in initiatives beyond their own school and participates and leads professional development for the betterment of all schools.</td>
<td>Principal is aware of initiatives within and beyond their own school and lends support in accordance with his/her own talents and abilities.</td>
<td>Although the principal may be aware of current research and district, state, and federal policies, he/she sporadically implements initiatives that are aligned to the policies.</td>
<td>Although the principal may be aware of current research and district, state, and federal policies, he/she sporadically implements initiatives that are aligned to the policies.</td>
<td>Little or no evidence of awareness concerning current research or district, state, and federal policies. Principal fails to implement policies and initiatives within guidelines.</td>
</tr>
<tr>
<td>Principal consistently allocates time, resources, and leadership in an effort to insure a professional culture throughout all areas of the school. Principal demonstrates on a daily basis, respectful problem solving and collaborative decision making.</td>
<td>Principal’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning, and dedication to the district’s vision and mission.</td>
<td>Principal does not consistently interact in a positive manner to promote a professional culture.</td>
<td>Principal rarely interacts in a positive manner to promote a professional culture.</td>
<td>Principal is disengaged and/or exhibits destructive negativity.</td>
</tr>
</tbody>
</table>
**Principal Review Team (PRT) Structure**

### Areas

- **High Schools**: Astronaut, Cocoa Beach Jr/Sr, Merritt Island, Satellite, Space Coast Jr/Sr & Titusville
- **Middle Schools**: DeLaura, Jackson, Jefferson & Madison
- **Elementary Schools**: Apollo, Atlantis, Audubon, Cape View, Coquina, Enterprise, Holland, Imperial Estates, Lewis Carroll, Mila, Mims, Oak Park, Pinewood, Riverview, Roosevelt, Sea Park, South Lake, Surfside & Tropical

### Integrated Area Teams

<table>
<thead>
<tr>
<th>Team #</th>
<th>Level</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High: Astronaut</td>
<td>Middle: Clearlake</td>
</tr>
<tr>
<td>2</td>
<td>High: Bayside</td>
<td>Middle: Stone</td>
</tr>
<tr>
<td>3</td>
<td>High: Cocoa Beach Jr/Sr</td>
<td>Middle: ~</td>
</tr>
<tr>
<td>4</td>
<td>High: Cocoa</td>
<td>Middle: Kennedy</td>
</tr>
<tr>
<td>5</td>
<td>High: Eau Gallie</td>
<td>Middle: Central</td>
</tr>
<tr>
<td>6</td>
<td>High: Edgewood Jr/Sr</td>
<td>Middle: ~</td>
</tr>
<tr>
<td>7</td>
<td>High: Heritage</td>
<td>Middle: Johnson</td>
</tr>
<tr>
<td>8</td>
<td>High: Melbourne</td>
<td>Middle: Hoover</td>
</tr>
<tr>
<td>9</td>
<td>High: Merritt Island</td>
<td>Middle: DeLaura</td>
</tr>
<tr>
<td>10</td>
<td>High: Palm Bay</td>
<td>Middle: Southside</td>
</tr>
<tr>
<td>11</td>
<td>High: Rockledge</td>
<td>Middle: Madison</td>
</tr>
<tr>
<td>12</td>
<td>High: Satellite</td>
<td>Middle: Jefferson</td>
</tr>
<tr>
<td>13</td>
<td>High: Space Coast Jr/Sr</td>
<td>Middle: ~</td>
</tr>
<tr>
<td>14</td>
<td>High: Titusville</td>
<td>Middle: McNair</td>
</tr>
<tr>
<td>15</td>
<td>High: Viera</td>
<td>Middle: Jackson</td>
</tr>
<tr>
<td>16</td>
<td>High: West Shore Jr/Sr</td>
<td>Middle: ~</td>
</tr>
</tbody>
</table>

*Our Mission is to Serve Every Student with Excellence as the Standard!*
## Administrator Professional Growth Plan (PGP) Goal

### RATIONALE FOR PGP GOAL:

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Best Practice</th>
<th>Reflection</th>
<th>“Stretch”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple sources</td>
<td>Connected to data analysis</td>
<td>Connected to data analysis</td>
<td>Connected to data analysis</td>
</tr>
<tr>
<td>Quantitative - student &amp; professional practice</td>
<td>Research within school</td>
<td>Comparison: self-reflection and best-practice research school</td>
<td>Linked to SIP Outcome: new/strengthened practice</td>
</tr>
<tr>
<td>Qualitative – student &amp; professional practice</td>
<td>Research beyond school</td>
<td>Link improved practice to student needs</td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL GROWTH PLAN GOAL:

### WORK PLAN STRATEGIES:

- connected to goal; action-oriented; sustainable; defined in-process measures; planned feedback & reflection; “doable” timelines; defined new or improved practice

### OUTCOME MEASURES AND REFLECTION:

quantitative & qualitative student and professional practice outcomes
# Professional Growth Plan (PGP) Development

## Scoring and Feedback

**Administrator Number** ______________  **School** ________________________________

### Development Goal

<table>
<thead>
<tr>
<th>Professional Growth Plan: Development</th>
<th>Ratings &amp; Scoring</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements (Refer to PGP Development Rubric)</strong></td>
<td><strong>Ratings &amp; Scoring</strong></td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D(4)</strong></td>
<td><strong>P(3)</strong></td>
</tr>
<tr>
<td>1) Development of PGP Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Work Plan Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elements (Refer to PGP Development Rubric)</strong></td>
<td><strong>Ratings &amp; Scoring</strong></td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D(2)</strong></td>
<td><strong>P(1)</strong></td>
</tr>
<tr>
<td>3) Outcome Measures &amp; Reflections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**column subtotals:**

**Total score:** [ ]

---

Evaluator’s Number __________________ Date ________________

---

Our Mission is to Serve Every Student with Excellence as the Standard!
# Professional Growth Plan (PGP) Implementation

## Scoring and Feedback

### Development Goal

#### Professional Growth Plan Implementation: Working the Plan

<table>
<thead>
<tr>
<th>Elements (Refer to PGP Implementation Rubric)</th>
<th>Self Ratings &amp; Scoring</th>
<th>Employee Comments</th>
<th>Administrator Ratings &amp; Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implements the PGP with fidelity and professional practice.</td>
<td>D(4)</td>
<td>P(3)</td>
<td>PSN(2)</td>
</tr>
</tbody>
</table>

#### Professional Growth Plan Implementation: Seeks Feedback & In-Process Monitoring

<table>
<thead>
<tr>
<th>Elements (Refer to PGP Implementation Rubric)</th>
<th>Self Ratings &amp; Scoring</th>
<th>Employee Comments</th>
<th>Administrator Ratings &amp; Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Seeks feedback and support and shares successful practice.</td>
<td>D(2)</td>
<td>P(1.5)</td>
<td>PSN(1)</td>
</tr>
<tr>
<td>3) In-Process Monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Score:**

**Administrator Score:**

**Total Averaged Score:**

**Administrator Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

______________________________________/______________  ______________________________________/______________

Employee’s Signature  Date  Administrator’s Signature  Date

Our Mission is to Serve Every Student with Excellence as the Standard!
Leadership Performance Appraisal System
For School-Based Administrators

A professional development assistance form is required for each standard that is rated below the effective level.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Self</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Instructional Leadership:</strong> High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.</td>
<td>Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td>2. <strong>Managing the Learning Environment:</strong> High performing leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.</td>
<td>Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td>3. <strong>Learning, Accountability, and Assessment:</strong> High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.</td>
<td>Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td>4. <strong>Decision-Making Strategies:</strong> High performing leaders plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous school improvement.</td>
<td>Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td>5. <strong>Technology:</strong> High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</td>
<td>Highly Professional</td>
<td>Proficient</td>
</tr>
<tr>
<td>6. <strong>Human Resource Development:</strong> High performing leaders recruit, select, nurture, and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer.</td>
<td>Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Self</td>
<td>Admin</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>7. Ethical Leadership: High performing leaders act with integrity, fairness, and honesty in an ethical manner.</td>
<td>☐</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFESSIONAL SUPPORT NEEDED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>TOTAL</td>
</tr>
<tr>
<td>8. Vision/Mission: High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.</td>
<td>☐</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFESSIONAL SUPPORT NEEDED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>TOTAL</td>
</tr>
<tr>
<td>9. Community and Stakeholder Partnerships: High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization, and mobilize community resources.</td>
<td>☐</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFESSIONAL SUPPORT NEEDED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>TOTAL</td>
</tr>
<tr>
<td>10. Diversity: High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.</td>
<td>☐</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFESSIONAL SUPPORT NEEDED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>TOTAL</td>
</tr>
<tr>
<td>11. Overall Evaluation</td>
<td>☐</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>PROFESSIONAL SUPPORT NEEDED</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

The Leadership Portfolio shall include data and information from the School Accountability Plan, Strategic Plan, School Improvement Plan, Five Star Quality Performance Inspection, Organizational Values, the Code of Ethics, personal and/or professional objectives, and other appropriate, job-specific documentation.

Does the appraisee evaluate instructional personnel?  Yes ☐  No ☐

If yes, does the appraisee use the assessment criteria and evaluation procedures effectively?  Yes ☐  No ☐

Overall Comments (Required):
Comments of

Evaluator Signature (Blue Ink Only)  Date

My signature indicates that this evaluation has been discussed with me:

Evaluatee Signature (Blue Ink Only)  Date
## General Reflection

How are you progressing on your PGP goals?

Are you meeting or not meeting the goals you established?

<table>
<thead>
<tr>
<th>Employee’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Blue Ink Only)

<table>
<thead>
<tr>
<th>Administrator’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Blue Ink Only)
Instructional Leadership Professional Development Assistance Plan (PDAP) Form

Employee: ________________________________________________________________

Principal/Supervising Administrator’s Name

<table>
<thead>
<tr>
<th>Dimension Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistance Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Date for Follow-Up: ______________

_________________________/______________  ___________________________/______________  
Employee’s Signature          Date              Administrator’s Signature       Date
(Blue Ink Only)               (Blue Ink Only)

Date for Follow-Up Review: ______________

_________________________/______________  ___________________________/______________  
Employee’s Signature          Date              Administrator’s Signature       Date
(Blue Ink Only)               (Blue Ink Only)
### Instructional Leadership Summary Calculation Form

**Name**

**School Year**

<table>
<thead>
<tr>
<th>School/Dept Name</th>
<th>School/Dept #</th>
<th>Evaluation Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>INTERIM</td>
</tr>
</tbody>
</table>

**Assignment:**

- [ ] Principal
- [ ] Assistant Principal
- [ ] Dean/AP

#### Professional Standards Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Pts Possible</th>
<th>Self Score</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Managing the Learning Environment</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Learning, Accountability, and Assessment</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Decision Making Strategies</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Technology</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Human Resources Development</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Ethical Leadership</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Vision/Mission</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Community and Stakeholder Partnerships</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Diversity</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Standards (A - J) Summary:** 21

#### Continuous Professional Improvement Component

**Component 2: Description**

<table>
<thead>
<tr>
<th>A. Professional Growth Plan (PGP) Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admin Leader Scores</strong></td>
</tr>
<tr>
<td>(1)</td>
</tr>
<tr>
<td>Self Score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Professional Growth Plan (PGP) Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Team Points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Collaboration and Mutual Accountability</th>
</tr>
</thead>
</table>

**Component 2: Cumulative Total (Sections A + B + C):** 26

**FORMATIVE EVALUATION TOTAL (Components 1 & 2):** 47

---

**Alignment Component and Final Calculation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Total – Components 1 &amp; 2</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Student Growth Total</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Alignment Total (see rubric)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMATIVE INSTRUCTIONAL PERFORMANCE APPRAISAL SYSTEM FINAL SCORE:** 100

- [ ] Highly Effective (86–100 pts)
- [ ] Effective (73–85 pts)
- [ ] Needs to Improve (64–72 pts)
- [ ] Unsatisfactory (63 – 0 pts)

---

**Employee's Signature** / **Date**

**Administrator's Signature** / **Date**

**ILPAS Appendix: Page 32 of 39**
## Methods of Determining Student Achievement

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Elementary</th>
<th>Middle</th>
<th>Senior</th>
</tr>
</thead>
</table>
| **Kindergarten to 2nd Grade** | • SAT 10  
• FAIR  
• District-Determined Tests | • N/A | • N/A |
| **3rd Grade** | • NRT  
• FAIR  
• FCAT | • N/A | • N/A |
| **4th & 5th Grades** | • FCAT Reading  
• FCAT Mathematics | • N/A | • N/A |
| **Reading/Language Arts/Reading Coaches** | • FCAT Reading | • FCAT Reading | • FCAT (9-10)  
• District-Determined Tests (11-12) |
| **Mathematics** | • FCAT Mathematics | • FCAT Mathematics | • FCAT (9-10)  
• District-Determined Tests (11-12) |
| **Science** | • FCAT Science (5th Grade only)  
• AP  
• AICE  
• IB  
• District-Determined Tests | • FCAT Science  
• AP  
• AICE  
• IB  
• District-Determined Tests | • FCAT Science  
• District-Determined Tests |
| **Social Studies** | • N/A  
• School FCAT Reading  
• School FCAT Mathematics | • District-Determined Tests  
• School FCAT Reading  
• School FCAT Mathematics | • District-Determined Tests  
• School FCAT Reading  
• School FCAT Mathematics |
| **Guidance** | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics |
| **Media Specialists** | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics |
| **Physical Education & Art** | • District-Determined Tests  
• Performance Rankings | • District-Determined Tests  
• Performance Rankings | • District-Determined Tests  
• Performance Rankings |
| **Exceptional Student Education** | • FCAT Data  
• District-Determined Tests | • FCAT Data  
• District-Determined Tests | • FCAT Data  
• District-Determined Tests |
| **Music** | • School FCAT Reading  
• School FCAT Mathematics  
• District-Determined Tests  
• Performance Rankings | • School FCAT Reading  
• School FCAT Mathematics  
• District-Determined Tests  
• Performance Rankings | • District-Determined Tests  
• Performance Rankings |
| **Foreign Language** | • N/A  
• FCAT Reading  
• District-Determined Tests  
• Performance Rankings | • FCAT Reading  
• District-Determined Tests  
• Performance Rankings | • District-Determined Tests  
• Performance Rankings |
| **Technical & Career Education** | • N/A | • District-Determined Tests | • District-Determined Tests |
| **Career Education Teachers** | • N/A | • N/A | • National Industry Certificate |
| **School Social Workers** | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics |
| **School Administrators** | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics | • School FCAT Reading  
• School FCAT Mathematics |
**Student Growth Summary**

**Performance Appraisal Model Overview**

<table>
<thead>
<tr>
<th>Professional Practices</th>
<th>Individual Accountability for Student Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Florida’s Educator Accomplished Practices</td>
<td>Based on Identified Assessments</td>
</tr>
<tr>
<td>21 points – Professional Practices</td>
<td>30 points – Individual accountability for student achievement/ value added growth measures</td>
</tr>
<tr>
<td>10 points – Professional Growth Plan Development</td>
<td>5 points – Whole school student achievement results as measured by regression of FCAT components of School Grade</td>
</tr>
<tr>
<td>8 points – Plan Implementation</td>
<td>5 points – Collaborative team student achievement results related to closing the achievement gap of the Lowest 25% in Reading and/or Math.</td>
</tr>
<tr>
<td>8 points – Collaboration/Mutual Accountability</td>
<td></td>
</tr>
</tbody>
</table>

**50% Professional Practices**

**50% Student Performance**

**District Option: Team and School Accountability**

3 points – Achievement of School Improvement Plan goals assigned for whole school results or team results

2 points – Individual accountability for meeting individual Professional Growth Plan (PGP) target(s)

| 5 points | 40% |
|-----------------------------------------------|
| Individual Accountability for Student Growth Based on Identified Assessments | |
| District Option: Team and School Accountability | |

3 points

3 points

6 points – Alignment of Professional Practices with Student Growth Measures.

- 50% Professional Practices
- 50% Student Performance
- 40% Individual Accountability for Student Growth Based on Identified Assessments
- 10% District Option: Team and School Accountability
Student Performance/Growth Measures

Up to 50 Points Awarded
Conventional rounding rules apply to all measures

Part 1: Evaluation based on student achievement results

1a. 30 points — Individual accountability for student achievement/ value added growth measures
   • Benchmarks to be determined based on analysis of 3 years of value-added data provided by the DOE

1b. 5 points — Accountability for whole school student achievement results as measured by regression of FCAT components of School Grade
   • 4 points - 1 point each for current year performance on Reading, Math, Science, and Total Points that is either:
     ■ above the line of prediction target
     OR
     ■ higher than the average distance from the line of prediction for the 3 previous years
   • 1 point for current year performance on Total Points that is either:
     ■ At least .4 standard deviation points above the previous year performance
       o Secondary Schools of Choice: At least 10% growth over previous year performance
     OR
     ■ At least .4 standard deviation points above the line of prediction target

1c. 5 points — Accountability for collaborative team student achievement results related to closing the achievement gap with a focus on performance of the Lowest 25% in FCAT Reading and/or Math.
   • Benchmarks to be determined based on analysis of 3 years of data related to appropriate achievement gap measures

Part 2 - District Option: Team and School Accountability Measures

2a. 5 points — Accountability for achievement of School Improvement Plan goals.
   i. Part 1: Accountability for whole school implementation of strategies that support school-based SIP objective(s) as measured by a school portfolio containing evidence of in-process measures (reviewed by area offices).
      ■ 2 points – Portfolio shows strong evidence of implementation of 100% of strategies
      ■ 1 point – Portfolio shows some evidence of implementation of most strategies
      ■ 0 points – Portfolio shows little or no evidence of implementation of strategies
   ii. Part 2: Accountability for whole school or team (as determined by school leadership) success in meeting targets of SIP Outcome Indicators
      ■ 3 points – All Outcome Indicators met or significant growth
      ■ 2 points – Most Outcome Indicators met
      ■ 1 points – Some Outcome Indicators met
      ■ 0 points – Few or no Outcome Indicators met
2b. 2 points – Individual accountability for meeting individual Professional Growth Plan (PGP) target as determined by the principal.

- 2 points – target met or exceeded
- 1 point – growth toward target evident
- 0 points – target not met and growth not evident

Alignment

3 points from Student Achievement \[\rightarrow\] 6 Points \[\leftrightarrow\] 3 points from Professional Practices

Points awarded for alignment of Professional Practices (PP) and Student Growth Measure (SGM) components (6 total points possible: 3 from each half of evaluation)

Each teacher is awarded points based on % of school-wide alignment

- 6 points – 90-100% of PP and SGM point totals are within 6 points of each other
- 5 points – 85-89% of PP and SGM point totals are within 6 points of each other
- 4 points – 80-84% of PP and SGM point totals are within 6 points of each other
- 3 points – 75-79% of PP and SGM point totals are within 6 points of each other
- 2 points – 70-74% of PP and SGM point totals are within 6 points of each other
- 1 point – 60-69% of PP and SGM point totals are within 6 points of each other
- 0 points – Fewer than 60% of PP and SGM point totals are within 6 points of each other
Instructional Personnel Appraisal System Project Team Milestones

In Spring, 2010, two project teams were established whose task was to recommend changes to the Brevard Public Schools (BPS) teacher and school-based administrator evaluation process and instrumentation. Comprised of teachers, union leadership, school-based administrators and district staff, their charge in developing such recommendations was two-fold.

The first was to learn all they could about effective evaluation practices. This they did with tremendous commitment. Beyond reviewing a significant amount of contemporary research, they attended national conferences on the topic, reviewed evaluation processes from districts in and out of Florida, and visited districts in and out of the state. Their second charge was to understand what the organization valued and believed in and look through those lenses as they began to deliberate and ultimately develop recommended evaluative strategies. It is not by accident that professional learning, shared purpose and collaboration, teacher leadership, mutual accountability, high expectations and continuous improvement, ongoing data analysis and student success are the foundations on which their ultimate recommendations were built.

We established two teams to examine separately the two components that we knew would form our evaluation system—professional practice and measured student achievement. Once each team established practices and/or processes that they felt might be valuable, they began to meet jointly. The goal was to create an evaluation process where both “sides of the house” worked in concert, supporting and informing growth and evaluation in each. The evaluation system described in this document emerged from this work.

In April 2011, the project team and superintendent took a draft plan of the system to a focus group consisting of 30 teachers and ten administrators. The teachers and principals gave verbal feedback at the meeting and then filled out an electronic comment form. After receiving the feedback, the team made minor changes to the plan. The plan was then shared with the Brevard Public Schools' leadership team consisting of 130 managers, directors, and principals. They were able to provide verbal feedback and then they were asked to comment through an electronic format.

In May 2011, the project team and superintendent took the draft plan to three sites throughout the county; one in the south area, one in the north area, and one in the central area. The team met with teachers on May 3rd at Palm Bay High School, May 4th at Rockledge High School, and May 5th at Astronaut High School. Over 800 teachers were present as the plan was shared. They have been given the opportunity to provide feedback through the electronic comment format. The input data was received and plan changes have been made that were considered appropriate by the project team.

On Friday, May 6, 2011, the project team and superintendent provided the draft plan and the comment form to all teachers electronically to receive additional feedback.

On May 11, 2011, the new principal appraisal system was shared with principals at a leadership team meeting. The principals provided verbal feedback and were sent an electronic comment form to submit to the project team and superintendent for suggestions or changes. The draft plan was amended where appropriate.

On May 25, 2011, the project team and superintendent shared both plans with the School Board and approval was granted.

In conclusion, we have utilized an inclusive process to develop a multi-metric evaluation system that we believe in. We believe in it because it connects to those things that we value and to critical operational expectations established in our strategic plan. We look forward to beginning a new era in personnel evaluation in BPS and appreciate support from the Florida Department of Education as we use it make a difference for the 73,000 students we serve.
BIBLIOGRAPHY

Performance Appraisal Instrument, Rubric, and Process
Brevard Public Schools - March 2011

BOOKS


WEBSITES


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Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent,
Division of Curriculum and Instruction
Equity Coordinator

Dr. Walter Christy, Director
Secondary Education

Ms. Sue Carver, Director
ESE Program Services
ADA/Section 504 Coordinator

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2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699
(321) 631-1911

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Office of Compensation & Benefits

Ms. Joy Salamone, Director
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