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**Component 3 – Performance Appraisal Forms – School Based Administrators**

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THE APPRAISAL SYSTEM
School Based Administrators
The EMCS, Inc. - Jerry Copeland Model

Philosophy

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of school district personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel and school based administrators which will result in measurable student growth.

The Dixie County Performance Appraisal System has been designed to enhance quality of the organization, ensure self-esteem, promote professional development and increase student achievement. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional and school based staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity and legal soundness.
- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance.
- Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing expectations.
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.
- Two levels of appraisal
  a. Documentation of generic competencies in the early stages of a position.
  b. Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

**Purpose**

The purpose of the Performance Appraisal System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. The district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The performance appraisal system has multiple dimensions. The first spans the length of a person’s career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

- School Improvement Plans
- Organization beliefs, mission and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;
- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;
- A design model that provides for quantity, quality, cost effectiveness and timelines and which may be performed within an appropriate span of control;
• The concept that data should be collected from a variety of sources which may be identified;
• Current research which provide best component practices for employee performance appraisal;
• The situational context of the employee service.

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. For many, this work is in progress and with encouragement should be completed in the future. For purposes of example only, the consultant has included a belief statement, an organizational purpose and several organizational parameters that should be replaced when developed.

The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal.

Beliefs of the Dixie County School District

We believe that
• Education is the combined responsibility of students, parents, schools and community.
• Open and honest communication is essential.
• Education must be a priority of society.
• Education must be flexible and diverse.
• Visionary leadership and sound management are essential.
• Education should promote responsible citizenship and ethical behavior.
• Involvement improves education.
• Education should provide a safe, healthful, nurturing environment.
• All individuals have dignity and self-worth.
• All individuals can learn.
- Education is the key to successful living.
- Learning is a lifelong process.

**Organizational Purpose**

To provide quality education opportunities which develop self-sufficient, productive individuals who will advance the value of self and society.

**Mission Statement**

The mission of the Dixie County School Board, administration, teachers and staff is to focus all students on academics, attendance, higher test scores, respect and values through positive student, parent and community involvement.

**Parameters**

- The educational needs of our students take precedence.
- We will always do a cost/benefit analysis before implementing new programs.
- All individuals will be treated in a professional and dignified manner with no discrimination based on race, color, religion, gender, age, marital status, sexual orientation, disability, political or religious beliefs, national or ethnic origin, or genetic information.
- We will provide a healthy and safe environment.
- We will always adhere to the professional code of ethics.
Standards and Strategic Impact to Policies

Enhancement of complex organizations requires an understanding of the total organization. The total organization includes all of the interrelationships among processes performed to carry out the mission. Two essential studies are required to identify system performance and best practices. One of these studies is a total review of the school board policies that influence and add value to the organizational leg of policy and governance. The second essential study is a comprehensive organizational and management review. The following graphics focus on policy and governance. The focus, however, is within a systems context. Perhaps, more clearly stated, policy review should not only look at the sum of its parts, but how policy causes each system and sub-system to interact with others.

It's vital in the review of policies to examine the alignment of the policy in relation to what the school district wants to accomplish. Each policy should be examined to analyze the contribution to mission accomplishment. The strategic impact of policies is identified in the following graphic.

In addition to the strategic impact of policies, a comprehensive study examines the strategic application of school board rules. The following graphic focuses on the mission or constancy of purpose and various examples of entities from policy-governance and leadership-management that must interact harmonically to maintain an organizational focus.
Policies likewise have an impact on the school district alignment of major systems. The connecting points between policy-governance and leadership-management should form systems within an organizational growth path. The following three graphics depict this connectivity.
Systems Design

- Rules
- Roles
- Relationships
- Organizational Alignment
- Decision Matrix

Systems Connectivity

- Systems
- Student Growth
When the connecting points between policy-governance and leadership-management connect at a point outside a system, the lack of connectivity may shift the organizational growth path away from the focus and create a crisis point having a profound impact on the entire school district. Policies and systems alignment must be strategic to ensure and promote institutional growth. The following graphic depicts this misalignment.

The final two graphics demonstrate an organization in alignment with the constancy of purpose.
Core Concepts of Management

Prerequisites of Management

- Manager must internalize at a core value level the various components of the “do right” rule
- Manager must have the systemic knowledge or access to the knowledge for all functions and tasks to be managed
- Manager must possess the skill to disaggregate the minute components of each task to be managed.
- Manager must be able to identify human talent at a level of component skills so as to match talent with performance tasks.
- Manager must understand not only management but also leadership and know when they are doing which.
- Manager must understand the definition of institutional politics.

The Functions of Management

Planning - setting organizational goals and objectives and selecting the BEST course of action.

Organizing – developing an organizational structure and allocating human resources to ensure the accomplishment of objectives.

Staffing - manning the organization structure through proper and effective selection, appraisal and development of personnel to fill the roles assigned to the organization.

Directing - The entrusting of responsibility and authority to others and creating accountability for results.

Controlling - ensuring that the plan is followed and measuring (evaluating) progress and success according to the criteria developed in the plan.”

“If you are not ahead of change then you are already behind.”

- Drucker
Typical Cyclical Model of the Management Process

A five function management process model emphasizing the Planning Function (Rennie):
What is planning?

- Planning is the first responsibility of the manager.
- Those who fail to plan, plan to fail.
- Planning is the process of answering three questions:
  - Where are we?
  - Where should we be?
  - How do we get there?

Comprehensive planning is “planning which incorporates all levels/functions of the organization”

Key Elements of the Planning Function

- Forecast
- Set Objectives
- Develop Strategies
- Program
- Budget
- Set Procedures
- Develop Policies

Key Elements of a Task

- People
- Time
- Money

Responsibility - The work assigned to a position.

Authority - The sum of the powers and rights assigned to a position.

Accountability - The obligation to perform responsibility and exercise authority in terms of established performance standards.

Decision Matrix - A defined decision making structure which recognizes the various management levels and functions such as:

- Constancy of purpose
- Executive Service – systems design, integration and oversight
- Ministerial – (middle management) systems implementation
- Program design and supervision
- Service Delivery
The Five Minds of a Manager

<table>
<thead>
<tr>
<th>Mind-Set</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Reflective Mind-Set</td>
<td>Managing Self</td>
</tr>
<tr>
<td>The Analytic Mind-Set</td>
<td>Managing Organizations</td>
</tr>
<tr>
<td>The Worldly Mind-Set</td>
<td>Managing Context</td>
</tr>
<tr>
<td>The Collaborative Mind Set</td>
<td>Managing Relationships</td>
</tr>
<tr>
<td>The Action Mind-Set</td>
<td>Managing Change</td>
</tr>
</tbody>
</table>

Regarding Management

Knowledge is the Sine Qua Non (Latin)

Literal English translation
WITHOUT, WHICH, NOT

What is Leadership

Management is not leadership, the distinction is not just semantics, and the implications are increasingly important in the new economy. Leadership is “… influencing people to work towards a desired end.”

Protocols of Leadership (Adapted from Rudolph W. Giuliani)

- First Things First
- Prepare Relentlessly
- Everyone’s Accountable, All of the Time
- Surround Yourself with Great People
- Reflect, Then Decide
- Underpromise and Overdeliver
- Develop and Communicate Strong Beliefs
- Be Your Own Person
- Loyalty: The Vital Virtue
- Interpersonal Sensitivity
- Stand up to Bullies
- Study. Read. Learn Independently
- Organize Around a Purpose
- Bribe Only Those Who Will Stay Bribe
Eight Keys to Leadership Greatness

- Maintain Absolute Integrity: Its got to be 100%
- Know Your Stuff: And Prove You Do
- Declare Your Vision: Most Organizations do not have one
- Show Uncommon Commitment
- Expect Positive Results: Turn Disadvantages into Advantages
- Take Care of Your People
- Put Duty before Self
- Stand Out in Front

Hallmarks of Leadership

- Insight
- Positive, Strong Interpersonal Skills
- Self-Growth
- Flexibility
- Communication
- Integrated Development of Leaders

The Development of Educational Leaders

Goal: An integrated leadership development system that serves equally well to provide a continuum of leadership experiences from the beginning administrator to the senior executive.

**Leadership**

- Establishing Direction – developing a vision of the future, often the distant future and strategies for producing the changes needed to achieve that vision.

- Aligning People – communicating the direction by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity implementation.

- Motivating the Work Force – energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfilled, human needs for recognition, praise, achievement.

  - Produces change, often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make an institution more competitive).

**Management**

- Operational and Budgeting – establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen.

- Organizing and Staffing – establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation.

- Controlling and Problem Solving - monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems.

  - Produces a degree of predictability and order, and has the potential of consistently producing the short-term results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget).
Essential Components of Effective Leadership

- A vision of what the organization can and should be, a vision that values all of the individuals and groups with a stake in the successes of the organization.

- Development of a set of strategies that will move the organization toward achieving the vision.

- Cooperation and teamwork from a network of people, a coalition, in fact, powerful enough to achieve those shared goals and strategies.

- A highly motivated group of key people in that network who are committed to making the vision a reality.

The task of the leader is not so much to link together parts of the system as it is to bond people together by developing a shared covenant and common culture.

- Thomas Sergiovanni

Basic Leadership Skills

- Learning from Experience
- Communication
- Listening
- Assertiveness
- Providing Constructive Feedback
- Guidelines for Effective Stress Management
- Building Technical Competence
- Building Effective Relationships with Superiors
- Building Effective Relationships with Peers
- Setting Goals
- Punishment
- Conducting Meetings

Advanced Leadership Skills

- Delegating
- Managing Conflict
- Negotiation
- Problem Solving
- Improving Creativity
- Diagnosing Performance Problems in Individuals, Groups, and Organizations
- Team Building for Work Teams
- The Building Blocks of Team Building
- Team Building at the Top
- Development Planning
- Credibility
- Coaching
- Empowerment
Core Characteristics of the Leader

- The leader has a sense of self.
- The leader has a profound knowledge base.
- The leader has a sense of organization.
- The leader has a sense of community.
- The leader creates a sense of urgency.
- The leader creates a powerful guiding coalition.
- The leader creates a picture of the future.
- The leader creates a culture of communicating in word and deed.
- The leader sets direction.
- The leader aligns people.
- The leader motivates people.
- The leader persuades people.
- The leader knows what good policy is and makes it clear to others.
- The leader seeks information.
- The leader understands the political context of leadership.
- The leader understands the culture of administrative succession.
- The leader understands the cognitive processes of leadership.
- The leader creates the heart and soul for the organization.
- The leader has a core set of beliefs and values.
- The leader develops leaders.
- The leader gets results.

Leadership Model

LEADERSHIP CAPABILITIES
- Focused Drive
- Emotional Intelligence
- Trusted Influence
- Conceptual Thinking
- Systems Thinking

LEADERSHIP RESPONSIBILITIES
- Creating Results
- Creating the Vision
- Creating the Organization
- Creating the People of the Future
- Creating the Knowledge of the Future

LEADERSHIP SKILLS
- Change Management
- Coaching and Mentoring
- Communication
- Negotiation
- Problem Solving
Florida Principal Leadership Standards

Purpose and Structure of the Standards

**Purpose:** The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

**Structure:** There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

**Domain 1: Student Achievement:**

**Standard 1: Student Learning Results.**
**Effective school leaders achieve results on the school’s student learning goals.**

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

**Standard 2: Student Learning as a Priority.**
**Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.** The leader:

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Domain 2: Instructional Leadership:

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

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

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

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.
Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

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

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
EMCS, Inc. Principal Leadership Standards

In addition to the Florida Principal Leadership Standards, EMCS has developed ten Standards with concomitant indicators that apply to leaders including principals and assistant principals.

1. **Research and Development** - High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.

2. **Quality Institutional Standards** - High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.

3. **Leadership and Management** - High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.

4. **Clear Definition of Functions and Services** - High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.

5. **Leadership Styles** - High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.

6. **Culture, Character, and Climate** - High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.

7. **Organizational Growth and Change** - High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.

8. **Comprehensive Planning** - High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.

9. **Systems Leadership** - High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.

10. **Profound Knowledge** - High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.
EMCS, Inc. Indicators of Effective Organizations

In view of the correlation of systems and institutional science, the following standards of institutional effectiveness are indicated or have evolved out of EMCS, Inc. participation over an extended period of time and of more than 150 organizational and management reviews of public schools. These districts being located throughout the southeastern United States. These studies were conducted directly by EMCS, Inc. or by participation by EMCS, Inc. staff on the study teams developed and guided by the Florida Association of District School Superintendents (FADSS). Other studies were directed by partnership of the two agencies.

Elements of Effective Organizations

1. Effective organizations have a comprehensive program for research and development.

2. Effective organizations have leaders who understand and apply core concepts of leadership.

3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.

4. Effective organizations have established institutional quality standards.

5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.

6. Effective organizations have a common information base connected to institutional purpose.

7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.

8. Effective organizations have institutional designs around the central purpose of the organization.

9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.

10. Effective organizations skillfully manage systemic and institutional change.

11. Effective organizations have institutional preparedness and are proactive for the future.

12. Effective organizations practice informed predictability based on a solid knowledge base and the practice of reflective thinking.
13. Effective organizations have fully functioning human resources management and development systems.

14. Effective organizations have well-defined, active systems of teaching and learning.

15. Effective organizations have evaluation systems signaling continuous progress.

16. Effective organizations have well defined and managed systems of proprietary interests.

17. Effective organizations have clearly defined institutional functions and practices.

18. Effective organizations have decision-making systems characterized by strategic thinking and planning.

19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.

20. Effective organizations have organizational alignments that embrace leadership and management accountability.

21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.

22. Effective organizations have systems where personnel are empowered, enabled, and assisted.

23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.

24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.

25. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.

26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.

27. Effective organizations conduct cost/benefit analyses before implementing new programs.

28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.

29. Effective organizations have institutional integrity.
30. Effective organizations have a pervasive atmosphere of high expectations.

31. Effective organizations make effective use of technology at all levels.

32. Effective organizations have comprehensive programs for institutional security.

33. Effective organizations have established effective programs for mentoring and institutional coaching.

34. Effective organizations practice vertical and horizontal teaming.

35. Effective organizations have visibility and accessibility.

36. Effective organizations implement labor contracts skillfully.

37. Effective organizations practice formalized institutional planning.

38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.

39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.

40. Effective organizations are places where leadership and institutional courage are evident with reference to the body politic.

41. Effective organizations are places where persons have the personal courage to plan and act consistent with the system's culture and operations.

42. Effective organizations are learning organizations where every leader is a learner.

43. Effective organizations are places where the art and practice of reflection are evident and effective.

44. Effective organizations are places where leaders are high performing, healthy role models.

45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.

46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.

47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.
District Culture and Climate

To understand why and how an organization behaves as it does, one must have a knowledge of its culture and the climate within it. *Culture* is the totality of the beliefs, values, behavior patterns, institutions, and products common throughout a community or organization developed over time through the social interaction of its members. Public education in America has a culture different from that of the automobile manufacturing industry. For example, a plant manager will behave differently than a school principal because the beliefs, values and products are different. While both roles may require similar management skills, they must be applied and directed toward different combinations of resources and end products.

*Climate* is the combination of physical and social conditions within an organization which describe the perceptions people have of “what it is like to work here.” The climate strongly influences how people perform their tasks, interact with each other and their individual and collective commitment in working toward the goals of the organization. While each member contributes to the climate, it is the leaders of the organization who have the major influence and responsibility in developing a climate in which there is a collective commitment to achieving the goals of the organization and in which people believe “it is great to work here.”

Public school districts are part of the same culture, but it is their individual climates which is one of the most distinguishing characteristics among them. Although human and fiscal resources play a role, the degree of commitment of people to achieving the organization’s goals is the major reason some districts are more successful than others. A healthy climate begets strong commitment which, in turn, begets success.

For a number of years the Florida Association of District School Superintendents (FADSS) and Educational Management Consultant Services, Inc. (EMCS) has provided a service to school districts of conducting reviews of the organizational alignment and management practices. An important component of these reviews is the assessment of the climate of the district. This assessment is made by employees who complete a ninety-item instrument by which ten different climate dimensions are measured. The respondent rates each dimension on a scale of 1 to 10 with 10 being high. Each of these dimensions is described below. The responses are tabulated and are supplemented by personal interviews with the respondents. From the results, a description of the district’s climate is developed and used in making recommendations concerning various management practices, roles and relationships.

To demonstrate variations in climate, we selected ten districts in which these climate assessments have been reported in the Organization and Management Reviews conducted by FADSS. These districts vary in size, community characteristics, geographic location, and fiscal resources. A number has been substituted for the district name to avoid comparison and conclusions being drawn without benefit of complete data and appropriate analysis.
The reader and other researchers should be aware that while the survey instrument has not been normed, it has been field validated and used successfully for more than thirty (30) years in ninety (90) or more school districts. A score of 6.0 or lower on the positive dimensions is viewed as undesirable in an organization that aspires to be high performing. This instrument is used as a measure of the organizational health of the agency being served, not as a comparison to the numerous other districts who have participated in a similar study process. The validation of the instrument results is treated in each study as an independent component. All survey participants are interviewed, one to one, as part of the on-site visit. Any variation to the survey results is analyzed as a team effort and, when necessary, adjustments are made. Accordingly, this instrument and process is viewed as a valid descriptor of a district’s organizational climate.

The data is sorted as a district aggregate; administrative and nonadministrative; district level versus school based; by gender, and by experience categories 1–3 years, 4–10 years, over 10 years. For the purpose served in this study, we have chosen to use only the district aggregate for illustration. The reader should remain aware, however, that significant variations in perception occur between gender groups, district and school level groups and with emphasis—the experience categories.

As you examine the data, district by district, allow your analysis to process the various potential combinations of survey dimensions which, when examined together, may or may not support the concepts of organizational values and culture, vision and purpose, collaboration, risk taking, empowerment, nonthreatening, developmental, climate, systems thinking, quality enhancement, management of change and the list continues.

Following each table we have included several significant characteristics of the district and the current status of the performance appraisal system. We think that you will find the parallel remarkable.

Following is a description of the climate dimensions, and a series of tables which summarize the results of the survey for each district.
<table>
<thead>
<tr>
<th>Climate Dimensions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Commitment</td>
<td>Shows how much employees may be concerned about and committed to their jobs.</td>
</tr>
<tr>
<td>+ Esprit</td>
<td>Shows how much support employees give each other toward the achievement of the goals of the organization and the satisfaction of employee needs.</td>
</tr>
<tr>
<td>+ Consideration</td>
<td>Indicates the level of support from management and the level of encouragement given to employees to be supportive to each other.</td>
</tr>
<tr>
<td>+ Autonomy</td>
<td>Shows the level of encouragement from management to employees to be self-sufficient.</td>
</tr>
<tr>
<td>+ Thrust</td>
<td>Indicates the degree of emphasis on efficiency and planning.</td>
</tr>
<tr>
<td>- Production Emphasis</td>
<td>Shows the degree of pressure related to work production and time management.</td>
</tr>
<tr>
<td>+ Communication</td>
<td>Indicates how explicitly rules and policies are communicated and implemented.</td>
</tr>
<tr>
<td>- Control</td>
<td>Shows the influence of rules and regulations by management to keep employees under control.</td>
</tr>
<tr>
<td>+ Innovation</td>
<td>Indicates amount of change, variety and emphasis on new approaches.</td>
</tr>
<tr>
<td>+ Environment</td>
<td>Indicates the extent to which the work area is perceived as pleasant.</td>
</tr>
</tbody>
</table>

+ = **Positive Climate Variable** (High scores desired)

- = **Negative Climate Variable** (Low scores desired)

A high score in a negative climate variable may indicate an area for concern. Conversely, a low score in a positive climate variable may indicate an area for concern.
District Characteristics

- Elected Superintendent
- Medium to small student membership
- Rural but emerging community
- Steady growth of new residents seeking stronger and stable community with traditional values
- Setting is near major urban area
- Previous superintendent-retired after several terms-considered strong and visionary

Performance Appraisal System Characteristics

- Approved as meeting FCEM and DOE guidelines
- Contains some innovative practices
- Used as required
- Limited impact on organizational growth
- Job descriptions meet contemporary standards
District Characteristics

- Elected superintendent
- Small but traditionally stable student population
- Remote community-residents make a deliberate choice to live there and like it as it is
- Local economy unstable
- Several superintendents over last 20 years
- Historically strong School Board, occasionally at odds with superintendent
- No strategic plan

Performance Appraisal System Characteristics

- Previously approved as meeting former FCEM and DOE guidelines
- Not yet updated to meet new guidelines
- No principal evaluations conducted in four or more years
- Members of district staff not evaluated in more than 20 years
- Job descriptions - non current
- No linkage between institutional and individual goals
Districts Characteristics

- Elected superintendent
- Medium to large student population
- Growing student population (+1500/year)
- Dramatic community changes due to growth
- Historically strong School Board previously at strong odds with the superintendent and at times the mainstream community
- Serious financial issues with emphasis on facilities
- Several superintendents over last 20 years.
- Political process alive and flourishing
- Strategic plan - formative steps

Performance Appraisal System Characteristics

- Developmental work well underway to meet new guidelines
- Current plans have full FCEM and DOE approval
- Job description development above average
- Process completed annually as required
- Span of control a major issue
- Survival more important than development
- Climate is threatening and non developmental
- Limited organizational context connectivity
District 4 Aggregate Chart
N=105

- Commitment: 7.60
- Esprit: 4.70
- Consideration: 5.90
- Autonomy: 5.90
- Thrust: 6.60
- Production Emphasis: 7.60
- Communication: 5.50
- Control: 5.20
- Innovation: 6.20
- Environment: 6.30

Districts Characteristics
- Appointed Superintendent
- Medium to large student population
- High student growth impact
- Tourism and supporting service industries having major community impact
- Several superintendent changes over last 20 years
- Strong School Board characterized by two recent management studies as micro managing the district
- High profile school district struggling internally with numerous alignment issues
- Several downsizing efforts

Performance Appraisal System Characteristics
- Current revised systems have full FCEM and DOE approval
- Visionary staff development leadership producing an overall enviable service program
- Employees feel threatened and characterize trust at an all time low
- Job description development (prior to study) - outdated
- High individual growth from staff development efforts but no organizational context connectivity from Performance Appraisal System due to state of climate
District Characteristics

- Elected superintendent
- Emerging suburban community
- Severe financial issues from over-staffing and other practices
- No strategic plan
- Medium size student population with significant growth combined with shifting of membership within the district
- Three superintendents over the last 20 years
- Strong School Board and Superintendent with general mutual respect of the appropriate roles
- Moderate political climate

Performance Appraisal System Characteristics

- Current revised plans have full FCEM and DOE approval
- Job descriptions (prior to study) outdated
- Completed annually with some individual growth indicated
- Limited organizational context connectivity due to lack of strategic emphasis
District Characteristics

- Elected Superintendent
- Medium size district in student population
- Slow but steady population increase with some inter district shifts in student membership
- High profile district with years of a statewide following-high student performance and system expectations
- Two superintendents over last 20 years
- Change of superintendent and School Board resulted in a dysfunctional relationship with profound impact on organizational context and numerous related issues
- No current strategic plan

Performance Appraisal System Characteristics

- At the time of the study the appraisal systems had full FCEM and DOE approval
- Comprehensive system which met with district wide acceptance
- Completed annually as required
- Employees could not articulate a direct relationship between their individual developmental needs and those perceived necessary for the organization
- Job descriptions outdated
District Characteristics

- Medium size district-soon to be larger due to the massive growth in student membership
- Heavy tourism impact - dramatic changes in community and infrastructure
- Elected Superintendent-recently changed to appointed
- Several Superintendents over the past 20 years
- School Board over past 20 years changed several times, at times at odds within itself and on occasion, volatile relationship with Superintendent
- Progressive forward thinking staff

Performance Appraisal System Characteristics

- Current revised plans have full FCEM and DOE approval
- Comprehensive plan utilized annually
- Training and development connected to compensation for support personnel
- Job description development, current and exemplary
- With more strategic connectivity can become an outstanding system of appraisal
- Individual goals and long term system needs relationship, evident but not complete
District 8 Aggregate Chart
N=188

Environment 6.40
Innovation 7.70
Control 5.40
Communication 7.40
Production Emphasis 7.30
Thrust 8.00
Autonomy 7.30
Consideration 6.80
Espirt 6.50
Commitment 8.50

District Characteristics

- Elected superintendent
- One superintendent past 20 years
- Strong supporting School Board
- Highly visible visionary leadership available throughout the system
- Comprehensive planning system incorporating a long term quality enhancement program, which is followed
- Medium to large district in student membership
- Student population growth highly significant for several years and projected to continue

Performance Appraisal System Characteristics

- Newly developed to be more compatible with quality enhancement services
- Goal oriented connecting individual growth and district needs
- Visionary system which shows great promise
- Current systems have full FCEM and DOE approval
- District long term needs determination evident but needing enhancement
- Supporting training components under development
District 9 Aggregate Chart
N=33

<table>
<thead>
<tr>
<th>District Characteristics</th>
<th>Performance Appraisal System Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elected superintendent</td>
<td>• Revised and comprehensive appraisal systems with full state approval</td>
</tr>
<tr>
<td>• Medium to small district in student membership</td>
<td>• Heavy emphasis in due-process issues of Performance Appraisals</td>
</tr>
<tr>
<td>• Rural slow growth community which citizens generally describe as living with traditional family values combined with the strong expression of interest for the district to remain that way</td>
<td>• Strong training and supporting components</td>
</tr>
<tr>
<td>• Two superintendents over the past 20 years</td>
<td>• Annually utilized and appropriately filed</td>
</tr>
<tr>
<td>• Strong supportive School Board</td>
<td>• No long term district leadership needs determination</td>
</tr>
<tr>
<td>• No strategic plan</td>
<td>• Job descriptions outdated</td>
</tr>
<tr>
<td>• Developing financial issues with emphasis in facilities</td>
<td>• Limited or no connectivity between district organizational context and individual developmental needs and aspirations</td>
</tr>
</tbody>
</table>
District 10 Aggregate Chart
N=276

<table>
<thead>
<tr>
<th>Environment</th>
<th>5.90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>5.30</td>
</tr>
<tr>
<td>Control</td>
<td>6.00</td>
</tr>
<tr>
<td>Communication</td>
<td>5.70</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>7.40</td>
</tr>
<tr>
<td>Thrust</td>
<td>7.40</td>
</tr>
<tr>
<td>Autonomy</td>
<td>6.20</td>
</tr>
<tr>
<td>Consideration</td>
<td>6.20</td>
</tr>
<tr>
<td>Esprit</td>
<td>4.90</td>
</tr>
<tr>
<td>Commitment</td>
<td>7.50</td>
</tr>
</tbody>
</table>

District Characteristics
- Elected superintendent
- Large and growing school district
- Many diverse community segments from agriculture, heavy industry, tourism, to small and suburban
- Several superintendents over past 20 years
- Strong and generally supportive School Board
- Recent changes in leadership combined with reductions and downsizing have created uncertainty for employees and a threatening climate
- Strategic plan is in transition

Performance Appraisal System Characteristics
- Previous system considered as premier in the State with emphasis on the performance appraisal component
- Current systems have full FCEM and DOE approval
- Job descriptions outdated
- Annually utilized and filed appropriately
- HRMD system not currently a district focal point due to organizational changes and the leadership style of the outgoing administration
- Annually utilized and appropriately filed
- District leadership needs determination not evident
- Limited connectivity between organizational context and individual goals and aspirations
This instrument has been revised over time. The new Organizational Climate Surveys have been developed based on research (Miles, Halpen, Copeland, Hulse, Rogers) that identify factors or Domains found to contribute to a healthy organizational climate. Survey items are presented in a Likert-type format where the respondent strongly agrees, agrees, disagrees, strongly disagrees or has no opinion to a specific statement. Each Domain contains 6 to 10 statements that are associated with a specific concept area. Survey responses are assigned a numeric value, and aggregated for each Domain. The following Domain areas have been identified for these Organizational Climate instruments:

**Goal Focus** – degree that goals of the organization are clearly defined and accepted; goals are established that are achievable with existing resources; the degree that goals are congruent with the demands of the environment.

**Communication** – the degree that communication within the system is distortion-free in all directions: vertically, horizontally and across boundaries; degree that the organization has information needed to function effectively.

**Optimal Power Equalization** – distribution of influence is relatively equitable across the organization. Inter-group struggles are kept to a minimum.

**Morale** – degree that individuals feel a sense of well being, satisfaction and accomplishment; support is given to individuals to achieve the goals of the organization.

**Innovation/Adaptation** – degree of change, variety and emphasis on new approaches; ability of the organization to invent new procedures to accomplish goals.

**Autonomy** – degree of independence to make effective decisions; degree of self-sufficient behavior in daily functions.

**Managing Productive Systems** – process and methodology of decision making; level of productivity and control; establishment of accountability systems.

**Commitment** – degree of concern and commitment to organization; sense of identity.

**Safety/Environment** – degree of satisfaction with working conditions; establishment of an orderly, safe and secure learning environment.

**Achievement** – degree of emphasis on student achievement.

For demonstration purposes only, we have chosen to include a fairly recent climate survey from a southeastern United States school district. Due to the nature of these climate results it is highly unlikely that a new system of any type will be implemented successfully until several climate domains are addressed and corrected. This is particularly true with regard to employee performance appraisal systems that are connected to performance pay. The numbers of survey participants have been altered to prevent the identification of this school system. It would not be appropriate to draw conclusions from this survey without the benefit of the entire organizational management study.
DISTRICT ADMINISTRATOR SURVEY RESULTS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Focus</td>
<td>62.1</td>
<td>Average</td>
</tr>
<tr>
<td>Communication</td>
<td>46.7</td>
<td>Average</td>
</tr>
<tr>
<td>Optimal Power Equalization</td>
<td>30.6</td>
<td>Below Average</td>
</tr>
<tr>
<td>Morale</td>
<td>26.7</td>
<td>Below Average</td>
</tr>
<tr>
<td>Innovation/Adaptation</td>
<td>44.7</td>
<td>Average</td>
</tr>
<tr>
<td>Autonomy</td>
<td>45.4</td>
<td>Average</td>
</tr>
<tr>
<td>Managing Productive Systems</td>
<td>55.6</td>
<td>Average</td>
</tr>
<tr>
<td>Commitment</td>
<td>63.4</td>
<td>Average</td>
</tr>
<tr>
<td>Safety/Environment</td>
<td>67.8</td>
<td>Above Average</td>
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</tbody>
</table>
SCHOOL BASED ADMINISTRATORS
SURVEY RESULTS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Focus</td>
<td>59.5</td>
<td>Average</td>
</tr>
<tr>
<td>Communication</td>
<td>51.1</td>
<td>Average</td>
</tr>
<tr>
<td>Optimal Power Equalization</td>
<td>38.6</td>
<td>Below Average</td>
</tr>
<tr>
<td>Morale</td>
<td>28.4</td>
<td>Below Average</td>
</tr>
<tr>
<td>Innovation/Adaptation</td>
<td>38.9</td>
<td>Below Average</td>
</tr>
<tr>
<td>Autonomy</td>
<td>55.0</td>
<td>Average</td>
</tr>
<tr>
<td>Managing Productive Systems</td>
<td>57.9</td>
<td>Average</td>
</tr>
<tr>
<td>Commitment</td>
<td>53.7</td>
<td>Average</td>
</tr>
<tr>
<td>Safety/Environment</td>
<td>63.9</td>
<td>Average</td>
</tr>
<tr>
<td>Achievement</td>
<td>60.1</td>
<td>Average</td>
</tr>
</tbody>
</table>

(Scale range from 0 – 100; areas below 30 should receive focus)
(Scale range from 0 – 100; areas below 30 should receive focus)

**SENIOR HIGH SCHOOL ADMINISTRATORS SURVEY RESULTS**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Focus</td>
<td>59.5</td>
<td>Average</td>
</tr>
<tr>
<td>Communication</td>
<td>52.0</td>
<td>Average</td>
</tr>
<tr>
<td>Optimal Power Equalization</td>
<td>39.3</td>
<td>Below Average</td>
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<tr>
<td>Morale</td>
<td>20.0</td>
<td>At-Risk</td>
</tr>
<tr>
<td>Innovation/Adaptation</td>
<td>39.7</td>
<td>Below Average</td>
</tr>
<tr>
<td>Autonomy</td>
<td>58.8</td>
<td>Average</td>
</tr>
<tr>
<td>Managing Productive Systems</td>
<td>57.5</td>
<td>Average</td>
</tr>
<tr>
<td>Commitment</td>
<td>56.4</td>
<td>Average</td>
</tr>
<tr>
<td>Safety/Environment</td>
<td>72.5</td>
<td>Above Average</td>
</tr>
<tr>
<td>Achievement</td>
<td>64.8</td>
<td>Average</td>
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</tbody>
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MIDDLE SCHOOL ADMINISTRATORS SURVEY RESULTS

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<tr>
<th>Domain</th>
<th>Average</th>
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</thead>
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<tr>
<td>Goal Focus</td>
<td>60.2</td>
<td>Average</td>
</tr>
<tr>
<td>Communication</td>
<td>49.9</td>
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</tr>
<tr>
<td>Optimal Power Equalization</td>
<td>41.4</td>
<td>Average</td>
</tr>
<tr>
<td>Morale</td>
<td>33.5</td>
<td>Below Average</td>
</tr>
<tr>
<td>Innovation/Adaptation</td>
<td>45.7</td>
<td>Average</td>
</tr>
<tr>
<td>Autonomy</td>
<td>50.8</td>
<td>Average</td>
</tr>
<tr>
<td>Managing Productive Systems</td>
<td>58.5</td>
<td>Average</td>
</tr>
<tr>
<td>Commitment</td>
<td>52.0</td>
<td>Average</td>
</tr>
<tr>
<td>Safety/Environment</td>
<td>60.7</td>
<td>Average</td>
</tr>
<tr>
<td>Achievement</td>
<td>63.0</td>
<td>Average</td>
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</tbody>
</table>

N = 58
(Scale range from 0 – 100; areas below 30 should receive focus)
N = 103
(Scale range from 0 – 100; areas below 30 should receive focus)

ELEMEMTARY SCHOOL ADMINISTRATORS
SURVEY RESULTS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Focus</td>
<td>60.5</td>
<td>Average</td>
</tr>
<tr>
<td>Communication</td>
<td>53.2</td>
<td>Average</td>
</tr>
<tr>
<td>Optimal Power Equalization</td>
<td>43.7</td>
<td>Average</td>
</tr>
<tr>
<td>Morale</td>
<td>34.8</td>
<td>Below Average</td>
</tr>
<tr>
<td>Innovation/Adaptation</td>
<td>50.0</td>
<td>Average</td>
</tr>
<tr>
<td>Autonomy</td>
<td>57.2</td>
<td>Average</td>
</tr>
<tr>
<td>Managing Productive Systems</td>
<td>61.0</td>
<td>Average</td>
</tr>
<tr>
<td>Commitment</td>
<td>56.4</td>
<td>Average</td>
</tr>
<tr>
<td>Safety/Environment</td>
<td>64.7</td>
<td>Average</td>
</tr>
<tr>
<td>Achievement</td>
<td>64.9</td>
<td>Average</td>
</tr>
</tbody>
</table>
Student Growth and Achievement Measures

All school based administrators will be included in the evaluation system using the student learning growth measure as 50% of their evaluation.

1. For measuring student learning growth during the 2011-2012 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the school-wide results with less than 3 years of historical data or 50% for those school-wide results with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. For school based administrators with less than 3 years of historical data, the remaining 10% will use the school-wide results using Dixie District Schools will use 50% student learning gains for all school based administrators or FCAT Reading or Mathematics as the student learning growth measure using the highest percentage of student growth from these measures in the calculation.

2. For measuring student learning growth during the 2012-2013 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the school-wide results with less than 3 years of historical data or 50% for those school-wide with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system. For school based administrators with less than 3 years of historical data, the remaining 10% will use the school-wide results using Dixie District Schools will use 50% student learning gains for all school based administrators or FCAT Reading or Mathematics as the student learning growth measure using the highest percentage of student growth from these measures in the calculation.

3. For measuring student learning growth during the 2013-2014 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 50% of the student learning growth portion of the evaluation using the school wide results, using the results that have the highest percentage of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system.

4. For measuring student learning growth during the 2013-2014 school year, the FCAT Mathematics and Reading and EOC school results will be included as 50% of the student learning growth portion using the school wide results that are not measured by a state assessments, using the results that have the highest percentage of student growth from these measures in the calculation.

These scores in percentages from school-wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the Student Success Act.
Multi Metric Characteristics and Milestone Events

Multi-metrics that can inform evaluations are to be developed during the 2011-2012 school year and will be submitted to the Department of Education for approval.

Performance Pay Structure

Grandfathered School Based Administrators

Performance Pay - A district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34, F.S.

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for personnel 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.

Performance Pay School Based Administrators

The base salary for personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

Beginning July 1, 2014, personnel new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of school based administrator shall be placed on the performance salary schedule.

The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.

The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

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.

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for school based personnel 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.
Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

1. Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

Inservice training will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district’s educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use of appropriate data collection tools.
- Data analysis skills.
- Written documentation.
- Conferencing, coaching and feedback skills.
- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.
2. Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. Consistent with Florida Statues, the immediate supervisor at the district level or the school principal will conduct the employee’s evaluation. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals
- Employees’ career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

Two evaluations are required each year for instructional personnel in years one, two and three. Only one is required for school based administrators.

The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee’s need and desire for constructive feedback through the mentoring and coaching components.

3. Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.
4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

**Highly Effective**
Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment.

**Effective**
Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

**Needs Improvement**
Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.

**Unsatisfactory**
Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.
### Domain 1: Institutional Growth and Development

#### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicates performance that does not meet the <strong>minimum requirements</strong> of the position and the level of performance commensurate with the experience of the employee. If this category is used, there <strong>must</strong> be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</td>
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<td>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of institutional science and applies these principles to the indicators below.</td>
<td>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of institutional science and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</td>
</tr>
</tbody>
</table>
### Domain 1: Institutional Growth and Development

**Domain Indicators**

<table>
<thead>
<tr>
<th>Policy Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The degree to which School Board rules are understood and applied in daily operations.</td>
</tr>
<tr>
<td>2. The degree to which State Board of Education rules are understood and applied in daily operations.</td>
</tr>
<tr>
<td>3. The degree to which Florida Statutes governing public education are understood and applied.</td>
</tr>
<tr>
<td>4. The degree to which the provisions of the labor contracts are understood and consistently applied.</td>
</tr>
<tr>
<td>5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.</td>
</tr>
<tr>
<td>6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.</td>
</tr>
<tr>
<td>7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.</td>
</tr>
<tr>
<td>8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.</td>
</tr>
<tr>
<td>9. The degree to which the Florida educational accountability system is understood and consistently applied.</td>
</tr>
<tr>
<td>10. The degree to which internal administrative procedures and policies are understood and consistently applied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership/Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The degree to which expectations are prioritized and acted on following the premise of first things first.</td>
</tr>
<tr>
<td>12. The degree to which the leader plans and prepares relentlessly.</td>
</tr>
<tr>
<td>13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.</td>
</tr>
<tr>
<td>14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.</td>
</tr>
<tr>
<td>15. The degree to which the art and science of reflection is practiced prior to making a decision.</td>
</tr>
<tr>
<td>16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.</td>
</tr>
<tr>
<td>17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.</td>
</tr>
<tr>
<td>18. The degree to which the leader walks the walk of the leadership message.</td>
</tr>
<tr>
<td>19. The degree to which loyalty “a vital virtue” is practiced toward the school, the school district, public education in general, and to each staff member.</td>
</tr>
<tr>
<td>20. The degree to which the traits of interpersonal sensitivity are consistently applied.</td>
</tr>
<tr>
<td>21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.</td>
</tr>
<tr>
<td>22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school.</td>
</tr>
</tbody>
</table>
# Domain 1: Institutional Growth and Development

## Domain Rubric

<table>
<thead>
<tr>
<th></th>
<th>Raw Score Range</th>
<th>Multiplier</th>
<th>Summative Scale Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>0 - 9</td>
<td>X 0</td>
<td></td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>10 - 29</td>
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<tr>
<td>Effective</td>
<td>30 - 44</td>
<td>X 1.82</td>
<td></td>
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<tr>
<td>Highly Effective</td>
<td>45 - 50</td>
<td>X 2.27</td>
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## Domain Raw Score

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory 0 - 9</th>
<th>Needs Improvement 10 - 29</th>
<th>Effective 30 - 44</th>
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<tr>
<td>Summative Scale Value</td>
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<td></td>
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</table>
Domain 2: Applied Systems Science

Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of applied systems science and applies these principles to the indicators below.</td>
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</tr>
</tbody>
</table>
Domain 2: Applied Systems Science

Domain Indicators

23. The degree to which operational systems are understood and consistently applied.
24. The degree to which the payroll system is understood and consistently applied.
25. The degree to which the staffing system is understood and consistently applied.
26. The degree to which the student assessment and evaluation system is understood and consistently applied.
27. The degree to which the budget and district fiscal services system is understood and consistently applied.
28. The degree to which internal accounts and the financial management system is understood and consistently applied.
29. The degree to which the student grade reporting and promotion system is understood and consistently applied.
30. The degree to which public awareness and communication system is planned and promoted.
31. The degree to which an internal awareness and communication system is planned and implemented.
32. The degree to which student growth and achievement diagnostic and data system retrieval is applied to placement and curriculum development.
33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, art and others are in place.
34. The degree to which data and data analysis is used to influence student placement, program development and deliberate instruction.
35. The degree to which leaves of absences are managed to be consistent with school board policy.
36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.
37. The degree to which the rules, roles and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness.

Domain 2: Applied Systems Science

Domain Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
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<td>X 3.33</td>
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Domain Raw Score

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<th>Needs Improvement 10 - 29</th>
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<th>Highly Effective 45 - 50</th>
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<tbody>
<tr>
<td>Summative Scale Value</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domain 3: Institutional Climate

#### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Domain 3: Institutional Climate

Domain Indicators

38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.
39. The degree to which communication, as a contributor to institutional climate, is understood and coached.
40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.
41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.
42. The degree to which innovation and adaption, as a contributor to institutional climate, is understood and coached.
43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.
44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.
45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.
46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.
47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.

Domain 3: Institutional Climate

Domain Rubric

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Unsatisfactory</td>
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<td>=</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>1.40</td>
<td>=</td>
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<tr>
<td>Effective</td>
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<tr>
<td>Highly Effective</td>
<td>3.50</td>
<td>=</td>
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</table>

Domain Raw Score

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
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<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 - 6</td>
<td>7 - 20</td>
<td>21 - 31</td>
<td>32 – 35</td>
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</table>

Summative Scale Value
<table>
<thead>
<tr>
<th>Domain 4: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Rubric</td>
</tr>
</tbody>
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<td>Domain 4: Instructional Leadership</td>
<td></td>
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<td></td>
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<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Domain Indicators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Provide instructional leadership and supervision for student achievement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Analyze and report the results of the School Improvement Team’s efforts on student performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Coordinate program planning with district instructional staff.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Facilitate the testing program for the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Align school initiatives with district, state and school goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. Facilitate the development and implementation of the school technology plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Provide leadership in the effective use of technology in the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Explore and evaluate new technologies and their educational impact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Assist classroom teachers with the effective use of technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain 4: Instructional Leadership

### Domain Rubric

<table>
<thead>
<tr>
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<td>Unsatisfactory</td>
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</tr>
<tr>
<td>Effective</td>
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</tr>
<tr>
<td>Highly Effective</td>
<td>3.00</td>
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### Domain Raw Score

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<tr>
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<th>Unsatisfactory 0 - 11</th>
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<th>Effective 36 - 53</th>
<th>Highly Effective 54 - 60</th>
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</table>
## Domain 5: Building and Site Management

### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
### Domain 5: Building and Site Management

#### Domain Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.</td>
<td>The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.</td>
</tr>
<tr>
<td>69.</td>
<td>The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.</td>
</tr>
<tr>
<td>70.</td>
<td>The degree to which work orders are submitted and monitored in a timely manner.</td>
</tr>
<tr>
<td>71.</td>
<td>The degree to which the campus is made safe for students and staff from intruders.</td>
</tr>
<tr>
<td>72.</td>
<td>The degree to which a campus emergency plan is designed, trained and immediately available to the staff.</td>
</tr>
<tr>
<td>73.</td>
<td>The degree to which the community is engaged in making the campus and facilities a source of community pride.</td>
</tr>
<tr>
<td>74.</td>
<td>The degree to which public access and presence on campus is monitored and controlled.</td>
</tr>
<tr>
<td>75.</td>
<td>The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.</td>
</tr>
</tbody>
</table>

### Domain 5: Building and Site Management

#### Domain Rubric

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Domain Raw Score**

- **Unsatisfactory**: 0 - 2
- **Needs Improvement**: 3 - 8
- **Effective**: 9 - 13
- **Highly Effective**: 14 - 15

**Summative Scale Value**
### Domain 6: Core Concepts of Management

#### Indicator Rubric

<table>
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<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
### Domain 6: Core Concepts of Management

#### Domain Indicators

76. The degree to which planning is comprehensive, strategic, situational and understood as a core concept of management which requires a specific set of skills for implementation.

77. The degree to which all activities, initiatives and events are organized, proffered and implemented with the highest degree of efficiency and clearly understood as a core concept of management.

78. The degree to which staffing is understood as essential, strategic and interconnected to the talent pool necessary for effective systems implementation as a core concept of management.

79. The degree to which directing, as a core concept of management, is utilized for successful follow through on initiatives, activities and events.

80. The degree to which controlling is understood as a core concept of management and is correlated to the profound protocols of leadership.

#### Domain Rubric

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Scale Value</td>
<td>0 - 6</td>
<td>7 - 20</td>
<td>21 - 31</td>
<td>32 - 35</td>
</tr>
</tbody>
</table>

- Unsatisfactory: X 0 =
- Needs Improvement: X 2.80 =
- Effective: X 5.60 =
- Highly Effective: X 7.00 =
## Domain 7: Applied Protocols of Leadership

### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicates performance that does not meet the <strong>minimum requirements</strong> of the position and the level of performance commensurate with the experience of the employee. If this category is used, there <strong>must</strong> be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</td>
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</tr>
</tbody>
</table>
## Domain 7: Applied Protocols of Leadership

### Domain Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>81. 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>
</tr>
<tr>
<td>82. 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>
</tr>
<tr>
<td>83. 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>
</tr>
<tr>
<td>84. 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>
</tr>
<tr>
<td>85. 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>
</tr>
<tr>
<td>86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</td>
</tr>
<tr>
<td>87. 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>
</tr>
<tr>
<td>88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.</td>
</tr>
<tr>
<td>89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.</td>
</tr>
<tr>
<td>90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.</td>
</tr>
<tr>
<td>91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.</td>
</tr>
<tr>
<td>92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.</td>
</tr>
<tr>
<td>93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.</td>
</tr>
<tr>
<td>94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.</td>
</tr>
<tr>
<td>95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.</td>
</tr>
<tr>
<td>96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.</td>
</tr>
</tbody>
</table>
### Domain 7: Applied Protocols of Leadership

#### Domain Indicators

97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.

98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.

99. High performing leaders continually conduct research and development for institutional growth purposes.

#### Domain Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X 0</td>
<td>X .74</td>
<td>X 1.47</td>
<td>X 1.84</td>
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<table>
<thead>
<tr>
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<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Scale Value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domain 8: Staff Development

#### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
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<th>Highly Effective</th>
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</tr>
</tbody>
</table>
Domain 8: Staff Development

Domain Indicators

100. Engage in continuing improvement of professional knowledge and skills.
101. Assist others in acquiring new knowledge and understanding.
102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
104. Participate in school data collection of teacher input on principal’s performance assessment program.
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.
106. Supervise assigned personnel and make recommendations for appropriate employment action.
107. Manage and administer personnel development through training, inservice and other developmental activities.
108. Provide training opportunities and feedback to personnel at the assigned school.
109. Perform all required professional development services.

Domain 8: Staff Development

Domain Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 0 =</td>
<td>X .80 =</td>
<td>X 1.60 =</td>
<td>X 2.00 =</td>
</tr>
</tbody>
</table>

Domain Raw Score

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory 0 - 3</th>
<th>Needs Improvement 4 - 11</th>
<th>Effective 12 - 17</th>
<th>Highly Effective 18 - 20</th>
</tr>
</thead>
</table>

Summative Scale Value
### Domain 9: Student Growth and Achievement

#### Indicator Rubric

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
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</tbody>
</table>
Domain 9: Student Growth and Achievement

## Domain Indicators

110. Ensure that student growth and achievement are continuous and appropriate schoolwide.

### Domain Rubric

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Scale Value</td>
<td>X 0 =</td>
<td>X 120.00 =</td>
<td>X 240.00 =</td>
<td>X 300.00 =</td>
</tr>
</tbody>
</table>
5. Scoring Guide for the Copeland Model

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the Copeland Model for principal evaluation, the summative annual performance level is based on two factors:

- **Leadership Practice Score**: An assessment of the leader’s proficiency on the Florida Principal Leadership Standards (FPLS) represents 50% (300 points) of the annual performance level. These assessments are categorized in Domains 1-8.

- **Student Growth Measures Score**: The performance of students under the leader’s supervision represents 50% (300 points) of the annual performance level. The specific growth measures used and “cut points” applied must conform to Florida Statutes and State Board rules. For measuring student learning growth for the school year 2012-2013, school administrators will use the school-wide aggregate of the Value-Added Model using the scores from FCAT Math and Reading. Prior to assigning a rating of highly effective or unsatisfactory the standard error, confidence level of k=1, will be applied for an added layer of certainty one has in the score.
  o Beginning with the current year, three years of FCAT data, measuring student learning growth, will be used for 50% of the evaluation.

**Summary of Scoring Processes**

1. Score Performance Responsibilities in Domains 1-8 (Leadership Practice)
2. Score Domains
3. Calculate Student Growth Measure Score
4. Combine Leadership Practice score and Student Growth Measures score and assign Overall Rating

**About the Copeland Model Scoring Process**

The Copeland Model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the Copeland Model to summarize feedback on domains, proficiency areas, and performance responsibilities:
• Highly Effective (HE)
• Effective (E)
• Needs Improvement (NI)
• Unsatisfactory (U)

Leadership Practice Weighting: The Copeland Model Leadership Practice score is based on ratings for each of the eight domains. Each domain is weighted according to beliefs from research, consistent with the essential performance responsibilities of the domain service category regarding position success. Therefore, each domain is assigned a weight and a total point value believed to be consistent with the essence of the domain using a 300 point scale. The range of value is broken into four categories: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. The total value with a Highly Effective rating in each indicator equals 300 points. The weights are:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Weight</th>
<th>U</th>
<th>NE</th>
<th>E</th>
<th>HE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16%</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>16%</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>12%</td>
<td>0</td>
<td>14</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>0</td>
<td>24</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>12%</td>
<td>0</td>
<td>14</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>12%</td>
<td>0</td>
<td>14</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>7%</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the performance responsibilities. The evaluator also will score each of the performance responsibilities. In an end-of-the-year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each performance responsibility and, using the procedures in this scoring guide, calculates the Leadership Practice score.

Indicator ratings:

When assigning ratings to performance responsibilities in the Copeland Model, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.
The rating rubrics provide criteria that distinguish among the proficiency levels of the performance responsibility. The illustrative examples of Leadership Evidence and Impact Evidence for each performance responsibility provide direction on the range of evidence to consider. The rating for each performance responsibility is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

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

**Distinguishing between proficiency ratings:**

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the Copeland Model.

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

The ”Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.
Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skill sets needed for student learning to improve and faculties to develop.

How to Score the Copeland Model

Generating a score has four (4) steps:

**Step One: Rate each Performance Responsibility.**
Start with judgments on the performance responsibilities. Performance responsibilities in each Domain are rated as HE, E, NI, or U based on accumulated evidence.

- The Copeland Model supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the performance responsibility.
- Ratings can be recorded on the long form or the short form.

**Step Two: Score each Domain.**
Ratings on the performance responsibilities in a Domain are calculated to assign a summative scale value (HE, E, NI, or U) to each domain. Since the number of performance responsibilities in a Domain varies, the following formula is applied to calculate the multiplier for each proficiency rating.

\[
\text{Points for Proficiency Rating} \div \text{Total Number of Performance Responsibilities}
\]

The following tables show the calculations for each domain.

### Domain 1: Institutional Growth and Development - 22 Performance Responsibilities

<table>
<thead>
<tr>
<th>Rating</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>0 ÷22</td>
<td>0</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>20 ÷22</td>
<td>.91</td>
</tr>
<tr>
<td>Effective</td>
<td>40 ÷22</td>
<td>1.82</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>50 ÷22</td>
<td>2.27</td>
</tr>
</tbody>
</table>

### Domain 2: Applied Systems Science - 15 Performance Responsibilities

<table>
<thead>
<tr>
<th>Rating</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>0 ÷15</td>
<td>0</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>20 ÷15</td>
<td>1.33</td>
</tr>
<tr>
<td>Effective</td>
<td>40 ÷15</td>
<td>2.67</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>50 ÷15</td>
<td>3.33</td>
</tr>
</tbody>
</table>
The evaluator will then add up the total number of performance responsibilities for each proficiency rating and transfer this number to the scoring box for that domain. The total number of each proficiency rating is then calculated by the multiplier. These results are then added to achieve the Domain Raw Score. The Domain Raw Score becomes the Summative Scale Value and the overall proficiency rating (U, NI, E, HE) based on the scale for that domain.
Step Three: Score Student Growth and Achievement

- For measuring student learning growth for the school year 2012-2013, school administrators will use the school-wide aggregate of the Value-Added Model using the scores from FCAT Math and Reading. Prior to assigning a rating of highly effective or unsatisfactory the standard error, confidence level of k=1, will be applied for an added layer of certainty one has in the score.

  o Beginning with the current year, three years of FCAT data, measuring student learning growth, will be used for 50% of the evaluation.

Step Four: Score Overall Rating

The evaluator will add all scores from Domains 1-8 and Domain 9: Student Growth and Achievement. An overall rating is then assigned using the following scale.

<table>
<thead>
<tr>
<th>Un satisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 119</td>
<td>120 - 359</td>
<td>360 - 539</td>
<td>540 – 600</td>
</tr>
</tbody>
</table>

6. Other Documentation Sources

The supervisor and employee will collect data regarding each domain and indicator. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

A. Behavioral Event Interview - A validated process of data collection using the Targeted Selection Interview Process.

B. Direct Documentation - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

  1. Self Evaluation
  2. School Improvement Plan - From the annual analysis of the evaluation instrument, including the distribution of rankings, this data will be used to influence individual school and the district school improvement planning process.
3. Student Assessment Data

- Classroom based assessment
- Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
- High School Competency Test
- Formal and informal program reviews

4. Southern Association Accreditation Reports

5. School Climate Survey Instruments from teachers, parents and students.

6. Collect parent input by including the following statement on the Annual School Climate Survey: “If an educator, including the administrators, at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator.”

7. All duties required of the position (job descriptions)

8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within the school district through the master inservice plan.

E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.

F. **Confirmed Observation** - Direct observation by the supervisor of an employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.
7. Professional Development Assistance Plan

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. 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 cycle to provide for this correction.

8. Career Development

Career development is considered a critical component of this appraisal system. It is an ongoing component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the employee. This discussion is to consider the long-term goals and developmental needs. For additional reference, see Item 11, Professional Learning.

9. Coaching and Assistance

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, inservice training, or observing an experienced school based administrator.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

10. Performance Assessment Tasks and Timelines

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year’s evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluation(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.

4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.

5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. 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 to provide for this correction.

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee’s feelings; and maintaining the appraisee’s self esteem.

7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the annual summative performance review conference in which the employee receives the final ratings on each domain and indicator. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor. Such assessments may be amended up to ninety (90) days contingent upon receiving student growth and achievement data from state testing results.

9. The initial planning meeting is scheduled to repeat the cycle.
Administrative Performance Approval
Tasks and Timelines

- Comprehensive or Annual Summative Review
  May - June
- Critical Incident Interaction
  July 1 - June 30
- Planning Session
  June - July
- Interim and Formative Evaluation
  Dec - Jan
- Ongoing Performance Development Activities
  July 1 - June 30
Performance Appraisal Tasks

Comprehensive or Annual Summative Review
- Completing the assessment - a review of the data
- Performance Development - the year in review
- Notable strengths and significant contributions - celebrating success
- Leadership growth - direct organizational impact discussion
- Work site and job context focus areas - no surprises!

Planning Session
- Planning growth opportunities
- Negotiation of goals
- Scheduling reviews
- Identifying focus areas
- Direct coaching
- Planning employee participation and contribution to appraisal system
- Identifying connectivity to School Improvement Plan
- Establishing comprehensive feedback circle
- Clarify standards of measurement

On-going Performance Development Activities
- Collecting data
- Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- Coaching and career development from planned interaction
- Learning from experience through reflection and planned interaction with leadership team
- Professional learning with correlation from “PD360” or other similar systems

Interim - Formative Reviews
- Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- Review data collection - informal portfolio, share and receive preliminary feedback
- Clarify standards of measurements
- Discuss noteworthy achievements
- Provide coaching and encouragement in focus areas

Critical Incident Interactions
- Ongoing interactions to capture learning from experience.
- The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.
11. Professional Learning

This component is to be used by school principals and supervisors working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school boards to establish and maintain an individual professional development plan for each instructional employee and school based administrator. The professional development plans must be linked to student performance and have clearly defined training activities that result in better student performance. Please refer to the Professional Development Program form.

- Each school district shall design a system, approved by the Department of Education, for the professional growth of personnel that links and aligns inservice activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.

- Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.

- The supervisor and the employee, being knowledgeable of district and school improvement plans and the students’ performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school’s ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.

- From this inventory, the supervisor and the employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the school.

- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.

- Supervisors must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.

- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.
12. Performance Appraisal Summary

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

13. Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of no surprises. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and school based administrators and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.


The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indicator. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. This process will continue through the 2013-14 school year and all amended evaluation systems will comply with Florida Statutes.


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COMPONENT 1

EXCERPTS FROM THE FLORIDA SUPERINTENDENT’S
MENTORING PROGRAM

This Component is included with permission from the Florida Association of School Superintendents. It was developed specifically for Superintendents in the completion of their Chief Executive Officer Leadership Development Program (CEOLDP). Inasmuch as several districts are developing peer assistance programs, it was believed that several of the major concepts include in this component would be helpful. Be advised that this does not constitute the total document, but rather an abbreviation for purposes served in an appraisal system.
Introduction

Learning is a process which transcends all boundaries; the lessons learned in one field are often readily applicable to another. Strategies which address issues in the field of business, for example, may assist those in the field of education. The world of private business and industry has long recognized mentoring as an important activity which has enhanced the career success and personal fulfillment of organizational members. The area of teacher education has embraced this concept as a means of helping classroom teachers in becoming more effective and successful with its inclusion in the program for beginning teachers.

Beyond teacher education, however, the field of education, within more recent years, has only begun to test and witness the value of formal mentoring programs for educational administrators. Educational leadership has become increasingly difficult and complex, causing increased frustrations felt even by the experienced administrator. This phenomenon has called for a strategy which assists in the professional development of all educational leaders. In light of this, several states and numerous school districts are turning to mentoring programs for administrators to improve their chances of success.

The State of Florida is one of those states which capitalized on the potential value of mentoring for educational leaders by implementing such a program for school district superintendents in 1992.

The primary purpose of this document is to discuss the superintendent mentoring program in the State of Florida. However, the reader must first gain a thorough understanding of the definition and concept of mentoring, its underlying assumptions, and its applications to business and education, particularly for administrators. Topics to be discussed will include the models of mentoring, the potential problems encountered in a mentoring relationship, the characteristics and responsibilities of the participants in the mentoring program as well as the benefits procured and the costs incurred. In addition, mentor training will be discussed and a proposal of a model for training mentors will be considered. The literature that is referred to throughout this document is based primarily on research which focuses on mentoring in the field of business and mentoring as it applies to the field of education, particularly in the area of educational leadership. A thorough discussion of the superintendent mentoring program in the State of Florida will follow a review of the fundamental concepts of mentoring. Additionally, a list of references and recommended readings on the subject of mentoring is appended for further study.

“the mentoring process (is) a dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the career development of both”
A Review of Literature on Mentoring

Mentoring Defined

Derived from the Greek word meaning "to endure," the concept of mentoring refers to a sustained relationship which can be traced back to Homer's *Odyssey*: "Mentor was the teacher entrusted by Odysseus to tutor his son, Telemachus. Based on this literary description, we have been provided over the centuries with a lasting image of the wise and patient counselor serving to shape and guide the lives of younger, less experienced colleagues" (Daresh & Playko, 1989). Furthermore, it is revealed that the original Mentor was actually a woman, the goddess Athene in disguise. And, even though being a goddess gave her access to formidable power in Homer's world, Athene/Mentor was judicious about how she employed it. In what might have been a glorious denouement for her, when Odysseus and Telemachus confront their usurpers at the close of "The Odyssey, Athene did not "...throw all her powers in, to give him victory, but continued to put the strength and courage of both Odysseus and Telemachus on trial, while she herself withdrew, taking the shape of a swallow and darting aloft to perch on the smoky beam of the hall" (Homer, 1946).

According to Gibb and Megginson (1993), "While we would not suggest that modern mentors attempt similar feats, the story clearly places the mentor where we would want her - looking on and encouraging the protégé." This image of the mentor serving as a wise guide to a younger protégé permeates the literature on mentoring. Definitions range from "a mixture of parent and peer" (Levinson) to "a non-parental role model who actively provides guidance, support, and opportunities for the protégé" (Sheehy, 1976). This notion of the mentor serving as a guide to adult development connotes a "form of 'torch passing' from one generation to the next" (Daresh & Playko, 1989).

More recent definitions emphasize the didactic, interactive nature of the mentoring process, "a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both" (Healy & Wilchert). This definition, as illustrated below, clearly has implications when applied to mentoring for educational administrators (Wasden):

The mentor is a master at providing opportunities for the growth of others, by identifying situations and events which contribute knowledge and experience to the life of the steward. Opportunities are not happen-stance; they must be thoughtfully designed and organized into logical sequence. Sometimes hazards are attached to opportunity. The mentor takes great pains to help the steward recognize and negotiate dangerous situations. In doing all this, the mentor has an opportunity for growth through service, which is the highest form of leadership.

Most of the research on mentoring, however, concludes that definitional issues demand more attention: "The phenomenon of mentoring is not clearly conceptualized...mentoring appears to mean one thing to developmental psychologists, another thing to business people, and a third thing to those in academic settings" (Merriam, 1983). In fact, one literature review cited "at least 15 significantly different definitions from these three fields" (Gibb & Megginson). Despite the numerous definitions, what sets
mentoring apart from other developmental practices? Gibb and Megginson (1993) contend “Confidentiality clearly makes the mentoring relationship quite different from typical management or learning relationships.” The mentoring relationship involves counseling which in turn requires a degree of respect for certain professional and personal issues on the part of both parties.

The mentoring process then is a mutually enhancing growth experience for both the mentor and the protégé. It is a learning process which combines the traditional modes of occupational learning - formal education, apprenticeship, and “learning-while-doing” or learning from experience (Dunlap) and, in a sense, moves one step beyond them. Where the business world has long used the term “mentor” to conjure “such diverse images as ‘teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor, or successful leader…the current literature suggests that mentoring needs to be understood as a combination of most, if not all, of these individual role descriptors” (Daresh & Playko, 1989). The implication, then, is to foster a relationship which moves along a type of advisory continuum from one end - from peer pal to guide to sponsor to patron - to the other, the true mentor (Daresh & Playko, 1989).

“The mentoring process – is a mutually enhancing growth experience for both the mentor and the protégé.”

...the mentor has an opportunity to grow through service, which is the highest form of leadership.

The Matching Process

One of the ways to avoid these potential problems is to take precautions in the early stages of the program. As previously stated, the matching process in a formal relationship ranges considerably and may promote varying chances of success. Chao, Walz, and Gardner (1992) state that the “current practice of random assignment of protégés to mentors is analogous to blind dates; there would be a small probability that the match would be successful.” One article in particular, “Take My Mentor, Please!” (Kizilos) clearly illustrates this possibility with several instances of unsuccessful mentoring relationships. Assignment, matching, or selection may set the tone for the relationship and significantly affect its direction and, thus, its chances for success. Therefore, careful consideration must be given to this process. A district office of the Internal Revenue Service in Missouri attempted to heed this advice (Kizilos). In instituting its formal mentoring program –

The matchmaking process at the IRS recognizes the importance of personal chemistry in pairing protégés with mentors. After interviewing new managers and studying their preferences and personalities, a career adviser assigns protégés to one of the 31 senior managers in the mentor pool. The two then meet. If they like each other, there’s a match. Managers are never asked to mentor against their will...
In addition to taking personal chemistry into consideration, it is suggested that "research examining how mentors and protégés are attracted to each other could be applied to identify critical matching factors in formal mentorship programs" (Chao, et al).

**Gender in Mentoring**

A discussion of the matching process naturally involves the consideration of the gender composition of the mentoring dyad. Recent sensitivity to gender-related problems in the work force and the recognition of stylistic differences between men and women have sparked an interest in this area: "Women may manage conflict differently from the way men typically do. They may delegate authority and make group decisions differently. They often define the whole notion of teamwork differently" (Kizilos). Several studies have been conducted to examine the influence of gender composition on the effectiveness of the mentoring relationship contrasting same-sex relationships (either male-male or female-female) with cross-gender relationships, focusing primarily on the male mentor-female protégé relationship. One such study hypothesized that heterogeneous gender mentoring dyads would spend less time together and protégés would obtain fewer benefits from the relationship compared to homogeneous gender mentoring dyads based on indications that –

> "...the development of successful cross-gender mentorships may be inhibited by perceptions that women lack managerial skills and are unsuitable for challenging positions, preferences for interaction with members of the same gender in the work environment, and concerns that peers may perceive the mentoring relationships as sexual in nature, leading to resentment and malicious gossip." (Noe)

Similar issues are raised by other researchers who identify potential barriers to the establishment of cross-gender relationships and observations about female protégés in general (Burke et al):

- A developmental dilemma exists for the management of both internal relationships (closeness/distance of the participants) and external relationships (perceptions of the relationship by outsiders)

- Women bring unique competencies and needs to the relationship.

- Women protégés were seen as needing more encouragement and having to be "sold" more actively than were their male colleagues.

- Women were more likely than men to stress caring, nurturing and teaching when describing the mentorship.
• Women considered the mentor’s role of providing feedback about strengths and weaknesses to be more important than did men.

• The development of a close friendship was more likely in relationships involving a female protégé than those involving only men.

Interestingly, despite these issues and concerns, the research studies resulted in the following findings:

• Mentors matched with opposite-sex protégés reported that these protégés used the mentorship more effectively than same-sex protégés (Burke, et al)

• Female protégés established stronger emotional ties than male protégés with male mentors (Fagenson)

• In terms of career/job outcomes, mentoring worked equally well for women and men (Fagenson)

• Females reported receiving significantly more psycho-social benefits from the mentoring relationships than did males (Noe)

• No significant differences were found between men and women in mentoring experience, intentions to mentor, or the costs and benefits reported to be associated with mentoring relationships (Ragins & Scandura)

Two possible explanations are offered for these findings (Noe):

• “Protégés in mentoring relationships with members of the opposite gender work harder to make the relationship successful because of an awareness of the possible negative outcomes that are believed to result from cross-gender relationships at work”

• “Women may be more motivated than men to utilize mentors who are provided via a formal program because of the general lack of mentors for women”
Characteristics and Responsibilities of Participants

Part of the answer to the dilemma of appropriate matching or pairing resides in research which has been conducted on the ideal or desired characteristics and responsibilities of the participants, whether male or female, involved in the mentoring process. As previously mentioned, the mentoring process is a mutually enhancing one and, as such, it requires certain attributes and duties.

Mentors

Research indicates that the following list of characteristics may aid in the selection of those who would serve as effective mentors for educational leaders (Daresh & Playko, 1989):

- Mentors should have experience as practicing school administrators, and they should be generally regarded by their peers and others as being effective.
- Mentors should demonstrate generally accepted positive leadership qualities, such as (but not necessarily limited to):
  - intelligence
  - good (oral and written) communication skills
  - past, present, and future understanding with simultaneous orientation
  - acceptance of multiple alternative solutions to complex problems
  - clarity of vision and the ability to share that vision with others in the organization
  - well-developed interpersonal skills and sensitivities
- Mentors need to be able to ask the right questions of beginning administrators, and not just provide the "right" answers all the time.
- Mentors must accept “another way of doing things,” and avoid the tendency to tell beginners that the way to do something is “the way I used to do it.”
- Mentors should express the desire to see people go beyond their present levels of performance, even if it might mean that they are able to do some things better than the mentors might be able to do the same things.
- Mentors need to model the principles of continuous learning and reflection.
- Mentors should exhibit the awareness of the political and social realities of life in at least one school system; they must know the “real way” that things get done.

Furthermore, Haensly and Edlind (1986) suggest other characteristics which are recommended for the "ideal" mentor:

- Outstanding knowledge, skills, and expertise in a particular domain.
Enthusiasm that is sincere, convincing, and most importantly, constantly conveyed to their protégés.

The ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards.

The ability to communicate sensitively the type of feedback that is needed regarding their protégé’s development and progress toward desirable standards and competence and professional behavior.

Sensitive listening ability to their protégé’s ideas, doubts, concerns, and enthusiastic outpourings.

A caring attitude and a belief in their protégé’s potential.

Flexibility and a sense of humor.

A restrained sense of guidance so that their protégé may develop as independently as possible.

Once these characteristics have been identified in potential mentors and they have been selected to serve as mentors, they must carry out certain responsibilities successfully in order for the programs to achieve the potential benefits. Daresh & Playko (1989) emphasize that the mentor must be willing to provide time for the protégé simply to talk: “perhaps the most important thing that anyone can do as a mentor is to be available when needed by the protégé, not to ‘fix’ problems, but rather, to indicate that someone cares about what the beginner is doing.” In addition, they list what they consider to be the most important responsibilities of the mentor:

- **Advising** - In this way, the mentor responds to a protégé’s need to gain additional information needed to carry out a job effectively.

- **Communicating** - Here, the mentor works consistently to ensure that open lines of communication are always available between himself/herself and the protégé.

- **Counseling** - The mentor provides needed emotional support to the protégé.

- **Guiding** - In this way, the mentor works to orient and acquaint the new administrator to the informal and formal norms of (the job).

- **Modeling** - The mentor serves as a true role model to the protégé by consistently demonstrating professional and competent performance on the job.

- **Skill Developing** - The mentor assists the protégé in learning skills needed to carry out the job effectively.
Rogus and Drury view the mentoring role as two-fold: “Helping with problems the mentee identifies is an essential part of the mentor’s supportive function; helping the mentee identify problems he or she might otherwise not consider is part of the challenge function.” Often during this survival stage, beginning administrators are concerned with maintenance. The mentor must encourage the protégé to push beyond that desire to simply make it through the day without a new crisis (Rogus & Drury):

*In a sense, the mentor’s task is to help the mentee keep a part of his or her mind focused on questions that transcend the urgencies which normally dominate first-year administrator thinking, to promote analysis of the organization’s function, and to develop a clear vision of what the organization might become. This is the most demanding part of the mentoring role.*

**Protégés**

The success of the mentoring relationship depends upon the protégé as well. According to Haensly and Edlind (1986), “ideal” protégés should possess the following characteristics:

- Enthusiasm about the domain in which they are working, and also about their personal involvement in the study of that domain.

- The ability to demonstrate initiative along with a conscientious effort to develop their own self-potential.

- A commitment to carry through on suggested plans and activities and a desire to go beyond any established minimal levels of performance.

- An open-minded, objective, and non-defensive attitude.

- A degree of insightfulness about self and others, often tempered by a good sense of humor.

In addition, they are expected to perform certain responsibilities to achieve the goals established by the mentoring process (Daresh & Playko, 1989):

- Learn from the many people who work in their school systems, in addition to their assigned mentors to decrease the likelihood that the mentoring arrangement becomes a dependency relationship.
• Come forward to their mentors to seek advice regarding specific issues and concerns and articulate them in an open and honest fashion because mentors cannot be expected to be “mind readers”.

• Remain open to suggestions that are offered by their mentors; if people act as if they know all the answers before asking the question, mentors will likely lose much of their enthusiasm to work with protégés.

**The Mentor/New Employee Relationship**

The establishment of a mentoring relationship by a formalized arrangement does not necessarily guarantee its effectiveness and success. The development of a positive, strong, and trusting relationship takes time and commitment from both participants. Playko (1990) discusses certain ingredients which are necessary for a productive mentoring relationship:

• **Value** – “In general, the pairings must be valued by both participants. They must find the arrangement equally valuable and important that will serve as an opportunity for the mentor and protégé to participate in a supportive setting.”

• **Mutuality** – “The relationship should indicate a mutuality that is warmly regarded by both parties in terms of trust and respect...This conceptualization emphasizes that true mentoring has the potential of being as helpful to the mentor as it is to the protégé.”

• **Two-way, interactive activity** – “...both the mentor and the protégé are encouraged to express inner feelings, thoughts, and questions regarding their professional role or personal problems that they may wish to share. In essence, this can be viewed as a shared and expressive learning experience for both participants who sit, listen, and reflect on situations (past and present) to help each other in formulating available options or directions that can be pursued in resolving problems. All this is made possible through a variety of interactive collegial decision-making processes.”

• **Ongoing collaboration** – “(A) mentoring relationship should serve as a form of motivation for both the mentor and the protégé in that it will stimulate a desire for both to grow personally and professionally. Within a caring and trusting relationship, both parties should be able to view each other as colleagues who can offer new insights and possible solutions to arising problems.”

It was the responsibility of both parties to incorporate these elements into their relationship.
Bibliography


COMPONENT 2

EMPLOYEE COACHING

This brief publication is an executive summary of a major research project conducted by Educational Management Consultant Services, Inc. This work was commissioned by the Florida Association of District School Superintendents. The document was designed as a training manual to be used in mentoring and coaching school principals and district level leaders. The complete work will be published under the title “Executive Coaching in Public Education.” The content of this document are protected under applicable copyright rules and statutes. It may not be reproduced without the expressed written consent of Jerry P. Copeland, President of EMCS, Inc.
SECTION I
An Introduction to Employee Coaching

Because employee coaching is a relatively recent practice, there is limited information available on the full scope of issues involved in using a coach. This introduction is intended to provide a better understanding of the following:

- Whether a school executive needs an employee coach or whether he/she is ready for one.
- What the most promising characteristics of a good coach are.
- How to evaluate the qualifications of a prospective coach.
- Understanding the nature of the coaching relationship.
- What to expect when you use a coach, including the results the school executive should achieve.
- How coaching should relate to a person as well as the overall organizational system.

Do You Need an Employee Coach?

Employee coaching is a process that fosters self awareness and that results in the motivation to change, as well as the guidance needed if change is to take place in ways that meet organizational needs.

*Dotlich and Cairo*

Employee coaching is often confused with other valuable but different services. It is not the same as consulting, a situational or organizational intervention, or medical counseling. Employee coaching is also different from a long-term mentoring relationship with a trusted professional colleague.

According to an article published in Leadership in Action by Karen Kirkland Miller, a coaching manager at the Center for Creative Leadership (CCL) San Diego Campus, the following questions distinguish coaching from other activities:
Do I need help in solving a complicated business problem? If yes do not hire a coach; hire a business consultant.

Do I need to discuss a deeply personal matter about my internal sense of well-being? If yes, do not hire a coach; engage a licensed psychologist, psychiatrist, or counselor.

Do I need to discuss the internal politics of my organization and my career path within it? If yes, do not hire a coach; find a trusted person in your organization who is willing to serve as a mentor to you.

Do I need to learn and practice a specific new skill set that I lack? If yes, do not hire a coach; find an appropriate skills development course that offers opportunities to practice the new skill set, perhaps using videotaped feedback.

Do I need to acquire a specific field of knowledge? If yes, do not hire a coach; get the information from such sources as books, tapes, Web sites, classes, or discussion groups, depending on your preferred learning style, and set aside enough time for studying and internalizing the new information.

Do I need spiritual, moral, or religious guidance? If yes, do not hire a coach; find a rabbi, minister, priest, or other spiritual counselor to assist you.

Do I need to evaluate whether I am in the right career and to consider possible options for changing careers or professions? If yes, do not hire a coach; hire an expert in career counseling who can do aptitude and interest testing and serve as an expert during your transition.

Do I need structured planning and support to develop a new way of leading or managing others? If yes, consider hiring a coach.”

**Determine the State of Readiness**

Prior to using a coach, a school executive should reflect on the specific degree of readiness. If he/she is not motivated then don’t do it. The writers from the available literature generally agree that to determine the state of readiness, the executive must sincerely respond to the following personal queries:

- Do I have a clear understanding of the organizational mission, vision, and constancy of purpose?

- Can I clearly articulate the mission, vision, and constancy of purpose to the employees that I supervise?
Am I in agreement personally with the mission, vision, and constancy of purpose for myself and the organization that I serve?

Have I undergone or am I willing to undergo a series of rigorous self appraisals which will reflect feedback from peers, supervisors and those I supervise?

Am I willing to commit the time, energy, and resources to change what needs to be changed or should I seek a new career path which may be more consistent with my personal skills, training, and belief system?

Is my nature such that I am likely to spend more time trying to discern who to blame for an error than is required to correct the error?

Is the organizational culture at a place on the growth continuum such that an intensive internal coaching program will be safe for my career development? If not, should I consider an employee coach from another school district or even at all?

Am I willing to be honest enough to openly interact about my shortcomings and admit that I can improve the quality of my service delivery?

What personal characteristics, as determined by measures such as Myers Briggs indicators and others, should a coach have, to be effective in working with me?

Do I have a clear understanding of what is required to manage change?

Do I truly believe as a public school executive that all children can learn; and that we can teach each one regardless of his/her socioeconomic condition or racial-ethnic heritage?

Do I have the personal capacity and willingness to change from “Managing the trivial many to providing leadership for the significant few.”

Characteristics of a Good Employee Coach

Since employee coaching is somewhat new in the broad field of management science, several organizations, companies, and educational institutions are working diligently to develop this new science. Among the more prominent of these is the Center for Creative Leadership (CCL). CCL and others in the field of leadership development tend to agree that the list which follows represents acceptable qualities for employee coaching. These writers include: Coble, Deal, Deck, Huge, Copeland, Rogers, Hargrove, Dotlich, Cairo, Schlechty, and others. The following list is intended to be illustrative, not exhaustive:
Intensive knowledge and experience in public education, organizational alignment, strategic planning, practicing the power of purpose, and an extensive background in employee mentoring, supervision, and consulting.

A successful change agent with experience in writing, research, and consulting in managing the science of change and the correlates of adult learning theory.

Executive presence which means having an observable professional demeanor that is personable, articulate, and confident.

Intensive listening skills which contribute to the capacity to build rapport and trust in a nonthreatening and developmental atmosphere.

Unquestionable integrity and credibility, an authentic person who talks and walks each premise.

In-depth knowledge in assessment methodology, including psychological testing interpretation. This specifically means knowing which instrument is appropriate in each setting and having the capacity to be data driven in developing feedback sessions.

A strategic thinker and planner who recognizes the strategic implications of management/operational decisions which may have strategic impact. This person will know of that which he/she does not know, and as a result be able to conceptualize issues over the horizon.

 Appropriately educated for the setting, usually requiring a Masters Degree or higher.

A clear understanding of perception and the frame or frames from which an individual may view a particular issue, organization, or recommended solution.

Extensive interpersonal skills which include compassion, empathy, and the ability to communicate while preserving dignity.

A demonstrable willingness to learn and adjust, including a creative spirit which promotes growth and organizational change.

A visible core value system which includes sincerity as well as a nondiscriminatory, non-biased attitude when dealing interpersonally with rules, roles, and relationships.

A successful employee coach will create a relationship which is professional, confidential, nonthreatening, and developmental.

Absent these attributes, employee coaching will not work.
Robert Hargrove, in a publication entitled, Masterful Coaching, adds six additional characteristics to this listing (Hargrove, pg. 42-49). These characteristics are:

- **The Ability to Inspire** – Employee coaches inspire people by helping them recognize the previously unseen possibilities that lay embedded in their existing circumstances. Remember the story of James Escalante, a math teacher at an inner-city high school in East Los Angeles.

- **Setting High Standards** – Employee coaches seek excellence by setting higher standards not only for themselves but for others. They are not only stern taskmasters with others but also with themselves.

- **Honesty and Integrity** – Employee coaches hold themselves to the highest standards of honesty and integrity, not just because of expediency but because these qualities really matter to them. Integrity is the consistency between what the coach wants for the employee and what the coach says and does, - “doing what you say you will do. Speaking honestly to people involves letting people know where they stand, questioning what people take for granted, and honestly acknowledging all mistakes... Employee coaches confront people for the good of the organization and out of a deep sense of caring for others.”

- **Disciplined Intensity** – Most people can rise to the occasion when there is a crisis, what distinguishes an employee coach is his/her ability to elicit disciplined intensity using people’s inner motivation rather than relying on outside pressure.

- **Forwarding Action** – Employee coaches don’t get stalled at the starting gate or bogged down strategizing, planning, or preparing... They forward the action by identifying the openings that will allow them to get a meaningful result in the shortest period of time and, at the same time, will allow them to learn something that will provide new opportunities for action.

- **A Passion to Help Others Learn, Grow, and Perform** – Employee coaches have a burning desire to help others learn, grow, and perform. They are highly perceptive in discerning the gap between who people are today and their potential. They see leaders where others see followers. They see creative thinkers where others see those who can only follow conventional wisdom... An employee coach cannot stand to see someone who has potential but who is not being helped to fulfill it. It is the coach’s job to make this happen... It is the urge to make a difference in other people’s lives that sets an employee coach apart.”
In order for employee coaching to have a personal and/or organizational impact, it must have direct connectivity to a well-planned overall development system. In this particular case, the employee coaching component is part of a comprehensive program of executive development services offered through the Florida Association of District School Superintendents. This program serves various cohort groups such as school principals, district-level executives, school board and superintendent executive assistants and school superintendents.

The school superintendent component is designed to provide continuity of leadership in the State of Florida since approximately 30 of Florida’s 67 superintendents, either elected or appointed, vacate the office each four years. This comprehensive training sequence is divided into three intense training modules.

Supporting Technical Assistance

This literature clearly indicates that employee coaching is less powerful when used in isolation or when it is used simply to prevent on the job failure.

When used correctly, employee coaching will help system school executives manage and lead their organizations with an emphasis on taking charge of their own careers and allow other executives to do the same while maintaining a direct focus – Student Growth and Achievement.

To further demonstrate the need for employee coaching and the relationship of various school system executive systems with emphasis on the principalship, the following research is included. On careful examination a reader will note the direct parallel in concept, precept, practice, and theory with the above described superintendent developmental experiences.

School Principals Perceptions, Roles, Rewards and Challenges

A study (Lyons) was conducted at the University of North Carolina by 97 students who collected data from 194 principals. These principals were from 14 school districts served by the University.

“The study had several limitations. First, since students were allowed to select the two principals that they would interview, the respondents were not randomly selected. For this reason, the findings cannot be generalized to all school principals. Second, students were permitted to interview principals in schools where they were employed as teachers if they chose to do so. In instances where this occurred, the objectivity and candidness of
some responses could be called in question due to the superior-subordinate relationship involved in the interview.

This research project was designed to determine whether a group of principals perceived the following research conclusions as a part of their leadership roles. Recent research, theory, and professional organizations (for principals) have generally concluded that successful principals must:

- Have a vision for their schools.
- Have clear and well-understood goals.
- Establish a safe and positive school climate.
- Focus on academics, teaching, and learning.
- Practice shared decision making in concert with teachers, parents, and students.

All participating principals were asked to respond to nine standard questions:

1. How do you develop school goals?
2. How do you determine school priorities?
3. How do you make decisions at the school level?
4. How do you assess school results/effectiveness?
5. What planning procedures do you use at the school level?
6. What satisfactions or rewards do you derive from the principalship?
7. What are your greatest frustrations in the job?
8. What do you perceive to be your most important duties as principal?
9. What advice would you offer a beginning principal?

Based on the data contained in the interview summaries, the respondents had very clear ideas of their most important duties. Given the open-ended nature of the question, it was interesting to note the level of unanimity in the responses. Responses were ranked on the basis of frequency of mention.

The majority of the respondents were in substantial agreement on what they perceived to be their four most important responsibilities. Following the top four priorities, there was not as much agreement among the respondents on the remaining items. In response to
the question, “What do you perceive to be your three most important duties?,” the following are reported in priority order:

- Providing a safe school environment and a positive school climate.
- Fostering good teaching and learning.
- Communicating with parents and promoting good school-community relations.
- Hiring and developing a good staff.
- Monitoring student progress.
- Managing school resources.
- Determining school goals.
- Leading, inspiring, and motivating staff.
- Maintaining a child oriented school and being an advocate for children.
- Maintaining positive staff relations and staff harmony.

The findings from the study led to some specific suggested changes for school principal training programs and employee coaching:

- Provide the leadership to develop and articulate a vision for the school.
- Lead teachers and other members of the school community in goal setting, planning, and shared decision making.
- Become intimately familiar with the variables used to determine school effectiveness, particularly school test data used to assess academic progress.
- Work cooperatively with superiors to determine annual school goals and priorities.
- Provide a safe school environment and a positive school climate that fosters good teaching and learning.
- Communicate with parents and promote good school-community relations.
- Recruit and develop a competent staff and be able to lead, inspire, and motivate staff members.
- Monitor student progress, particularly in academic areas.
- Manage school resources.
- Maintain a child-oriented school and be an advocate for children.
- Maintain positive staff relationships and staff harmony.
SECTION II
The Focus and Direction of Employee Coaching

Becoming a masterful employee coach is a lifelong process of personal analysis, deep self awareness, and continued professional growth. This is a specific and all together distinct field of thought and service. Employee coaching is not delivering a one-size-fits-all solution; rather it contains the noblest of purpose – leading others to the full realization of their visions, deepest thoughts, spontaneous ideas, and living out values.

In more specific terms, the central focus is on a complete transformation. This becomes the building platform for everything else an employee coach will do. “The key to becoming a masterful coach lies in having the dream, aspiration, and the bone-deep commitment to make a difference in the lives of employees within an organizational context. This commitment will unlock wisdom, intuition, and insight when mere technique fails.” (Hargrove, pg. 13)

From the literature there are at least four constructs of masterful employee coaching. These are:

1. Coaching as Stewardship.
2. Personal Transformation and Reinvention.
3. Creating Communities of Commitment and Team Collaboration.
4. Expanding People’s Capacity to take Effective Action” (Hargrove, pgs. 18-26).

Each of these points are briefly described herein.

Coaching as Stewardship

Stewardship is taking a stand for the future of the people, communities, complex social systems, and the world we care about.

One cannot contemplate stewardship without considering at a soul level the essence of being. The sociology of our contemporary society creates the concept that our sole purpose of being is to live out our lives fully, successfully, and as happily as we possibly can. Few are endowed with the thought that our being carries the responsibility of passing to the next generation a world which is better situated than we found it. This goes far beyond passing on an accumulation of wealth. It implies the necessity to pass on a collective vision from a cornerstone of intrinsic values institutionalized in our
communities, schools, social structure, and the very essence of being in practicing the art of living a constructive life.

Victor Frankl, an existentialist thinker, wrote a publication entitled Man’s Search for Meaning. This publication summarizes his holocaust experiences which had a profound impact on his methodology and practice as a psychiatrist. Frankl believed that at the very core of every being is the absolute will to exist. Our society has imposed the next layer and defines it as a series of accommodations designed to improve the quality of life. Unfortunately, in our society this translates quickly to an accumulation of wealth, the abundance of self interest, and accordingly, becoming a CEO in which, of itself, creates the view of being on the road to personal and organizational success. Stewardship will transform this layer from enhancing the quality of life to adding value to the essence of being. The question is then raised, “What does it take to accommodate this premise?” The answer is perhaps too lengthy for this publication, but it certainly includes dealing with purpose, choosing service over self interest, establishing a vision, nurturing the human spirit, seeing who we are and what we stand for, thinking creatively about the future, of people, institutions, and the world. “Ultimately, man should not ask what the meaning of his life is, but rather he must recognize that it is he who is asked. In a word, each man is questioned by life; and he can only answer to life by answering for his own life; to life he can only respond by being responsible. Thus, in responsibility one discovers the very essence of human existence.” (Frankl, pg. 131) The alternative to this discussion may not be acceptable. Hargrove states, “That we are existing off the capital of future generations.”

The effective employee coach who truly understands the qualities of stewardship will stand out accordingly. These patterns of behavior will eliminate for employees the artificial boundaries between the things they care about at the office and things they care about as human beings. It will create a culture that encourages people to bring their total being to work. This will not only impact productivity but make a difference to the organization and the community.

Personal Transformation and Reinvention

“Nothing happens without personal transformation.”

W. Edward Deming

Employee coaching is about empowering people to visualize a future they truly desire by discovering what they passionately care about. Employee coaches have left a legacy in Fortune 500 Companies. Many CEO’s have profited from coaches who encouraged them in this direction and so have the cultures that established their success.
Transforming contemporary organizations and leaders is not an event, but a continual process of discovering how to add value to the “essence of being”. In the field of public education, numerous executive leaders can articulate that which they passionately care about and are successful in building a shared vision within the organization. Upon close examination, however, many of these leaders have not been impacted by the realization that reinventing the organization cannot be separated from transforming and reinventing themselves. Employee coaching is not based on an intense analysis of what is wrong with an executive, rather it is the discovery of the context or frame that shapes the perceptions which influence decisions. Any organizational context is made up of the sum of employee’s specific perceptions and beliefs and perhaps assumptions that they believe to be true.

Employee coaching involves empowering people to transform who they are and reinvent themselves by helping them to see how their frames of reference, thinking, and behavior produce unintended consequences. This work involves encouraging people to surface and question the way they have framed their points of view about themselves, others, or their circumstances with the idea of creating a fundamental shift. For example, a shift from self-interest to stewardship, from being control oriented to being creative and generative, from seeing conflict as embarrassing or threatening to seeing conflict as a leverage point for building a shared view. When people’s frames of reference shift, it allows them to see things in new ways and to act in new ways.” (Hargrove, pg. 22)

Creating Communities of Commitment and Team Collaboration

**Effective collaboration is an intricate series of planned interpersonal interactions of both internal and external networking driven by a common purpose. Such has been described as a beehive – a complete community.**

_Copeland_

To eliminate the power, control, fragmentation, and piecemeal approach, many leaders, managers, consultants, and coaching practitioners from a variety of organizations are searching for metaphors to clarify this new science. Some of the more recent follow.

- Servant leadership.
- Beehive–a complete community.
- A living community of commitment.
- Productivity as a community of purposeful practice.
A living organization with an unlimited diet of common purpose.

A thinking culture with perpetual synergy that adds value to the very essence of human existence.

In this organizational culture, vision and purpose are shared. Employees have a sense that not only is the work worth doing but it is also deeply purposeful. Employees draw their identity from their individuality and from their specific connectivity to the whole. This is perfectly consistent with the nature of the human spirit. Most have a sincere desire to work with dedication, passion, and pride. “At CNN, the game is covering the planet in real time so as not only to produce information but also to impact opinion shapers and movers. At Swissair, it is flying people to hundreds of destinations with personal service touches that give everyone a sense of real worth. At Ben & Jerry’s, it is making ice cream, like Rain Forest Crunch, with the intent of changing the world.” (Hargrove, pg. 23) In public education, it is revitalizing curriculum and instruction according to Schlechty, Coble, and others by reformation and by building a new infrastructure that motivates every student to achieve extraordinary results.

Due care must be exercised not to confuse this discussion with the first or second waves of school reform. The first followed the publication of A Nation at Risk (National Commission on Excellence in Education, 1983). Most of these reforms resulted in omnibus education bills containing various incentives and regulations. Many state legislatures assumed that schools were more alike than different, and therefore reforms tended to be applied across the board in a one-size-fits-all syndrome. This bureaucratic tinkering generally resulted in teachers and principals being more accountable, but much less empowered.

The second wave of reform gained momentum in the mid to late 1980’s. While the first identified teachers and principals as the problem, the second tended to see them as the solution. This new wave ushered in the bottom up approach and introduced the concepts of collegiality, participatory culture, empowering teachers with the sharing of decisions and with greater teacher autonomy. In return schools were to be held to a higher standard with greater accountability. The outcome of these efforts has altered how teachers and principals are prepared and coached.

Moreover, one must be careful not to be overly critical of the level of effort exhausted at a district or school level. Most school executives and teachers are working harder than they have ever worked. We must also realize that this class of our current employees may be the best we will ever have. This fact being due to critical shortages and the competitive job market place. Therefore, the need for profoundly masterful employee coaching is approaching an all time high.
In the previously described community of commitment and purpose, leaders stand for what matters and leadership comes from throughout the organization. Communication and standards of excellence are focused, challenging, and rigorous. Employees visualize how they fit with a part of the organization which fits together to make a whole.

Employee coaching in the years ahead will increasingly transform the educational community. Leaders will offer guiding visions and values which will shift the culture from following orders to working on causal integrated relationships to purpose.

**Expanding People’s Capacity to Take Effective Action**

The fourth compass point of employee coaching is leading employees to take effective action. On occasion employees are working in job classifications that do not match their personal qualities or challenge them to excellence. Likewise, employees often set goals that are not creative, do not stretch their minds, or use their skills. This lacks the inspiration to achieve high levels of commitment. The research generally indicates that the majority of the work force truly desires to do an effective job. The key appears to be in finding the perfect match. The baffling aspect of this concept is that individual interests do not always follow their educational or their experiential background. Coaching people to be more effective starts with the explanation of what we were born to do and then finding the arena that fits our value system and a job where we can do it. Accordingly, the level of effectiveness will be greatly enhanced.

It becomes immediately obvious that if the employees do not understand the prior premise then even if they happen upon a great job match they may not recognize it with particularity. Coaching in this area is deliberate and will produce amazing results when employees are motivated to be excited, really care about what they do, and have something at stake. This grows a culture where employees discover the core of their creativity, generate new ideas, and innovative solutions.
SECTION III
Critical Components of Employee Coaching

Matching personal qualities, skills, purpose, and vision with job expectations will produce extraordinary results.

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David Dotlich and Peter Cairo, in a publication entitled Action Coaching, defined several types of coaching from traditional methods to executive development services. This publication is contemporary, forward thinking and probably sets a new benchmark for employee coaching within an organizational setting. The book is primarily written for Corporate America but crosswalks in a recipe format to public education. The following types of action coaching are paraphrased:

Contemporary organizations on a growing basis are starting to recognize that coaching is a core competency for executives and other managers. Internationally, including public education, downsizing, the bottom line, and accountability movements have created fewer hands to accomplish a larger task. Increasing productivity by enhancing commitment is now a survival skill. Coaching delivery in an organizational context adds insurance to the likelihood of visionary growth.

- “Manager Coaches - The old notion of a manager was a no-nonsense boss who didn’t deal with the soft issues. Not so many years ago, managers wouldn’t touch issues such as individual purpose and values versus results. Today such issues are crucial. For one thing, the role of the manager has expanded as the number of managers per organization has shrunk. For another, self-reliant workforces require individual managers to do more of their own problem solving. Coaching allows managers to do more with less. In addition, managers can no longer motivate without getting into both the head and hearts of their people. Coaching helps managers do exactly that.

- Employee Coaches - Many executives are using coaching to train and mentor future leaders; they’re also employing it as a way to develop key competencies in their direct reports. At the same time, they’re determining when coaching is appropriate, deciding who should be a coach (external or internal), and setting coaching goals for individuals that link to desired business results.
Peer Coaches - As organizations flatten and the lines between functions and titles blur and as individuals are increasingly working together in self-directed teams, the need for peers to coach each other has intensified. It’s not always possible to go to a boss for help. Co-workers are much more likely to have the time and inclination to assist a fellow worker who is having problems or wants to develop in new ways. All they need are accessible coaching skills.

Specially Trained Internal Coaches - These people often work in the Human Resources Department and their mission is to coach whomever needs assistance. Like school counselors, they exist because organizations recognize that the high-pressure, competitive environment and confusing issues will produce people with problems and unmet goals. Permanent coaches such as these are terrific generalists, able to handle a wide range of coaching issues.

External Coaches - These still exist, though they tend to be more specialized than in the past. Organizations usually hire such coaches for specific purposes: To develop high-potentials, to handle politically charged situations (where an internal coach wouldn’t have the objectivity or platform to do a good job), to work on leadership development issues such as accelerating the business skills of individuals or groups, or to deal with complicated or delicate problems (a highly talented but out-of-control executive). In other words, external coaches have the specialized expertise that other people might not have.” (Dotlich, Cairo, pgs. 6-8).

Dotlich and Cairo have simplified the definition of action (employee) coaching. As follows: Employee Coaching is a process that fosters self-awareness and that results in the motivation to change as well as the guidance needed if change is to take place in ways that meet organizational needs. (Dotlich and Cairo, pg. 18).

This definition raises several questions. What is the methodology to motivate an employee to a point of full self awareness in an organizational context and then act accordingly? Within a systems context, how can one be sure that each of these individual employee changes will indeed have a positive impact on the organizational constancy? What is the certainty that such awareness will enhance the organizational culture as opposed to simply advancing an employee’s aspirations and career expectations? These questions and others are answered by describing at least four essential elements of employee coaching. These elements follow:

**FIRST**, self-awareness is linked with organizational results. Early in the coaching process personal development goals are set which match an employee’s perception of necessary changes to the need for change in the organizational context. These two perceptions may vary dramatically, but must be reconciled.
SECOND, an executive plan is put in place. Employee coaching plans are clear and substantial. They ask people to accomplish specific essential tasks, set visionary benchmarks, and agree on the indicators of measurement. Employee coaching may require employees to develop critical incident reports, establish journals based on reflective thinking, and test new behaviors while developing/learning new skills. The record of coaching interactions may impact an employee's future in the organization. While designed to be positive, shortcomings may have a negative impact. Sincerity, compassion, creditability, and integrity will help clarify that we all are held accountable.

THIRD, the level of achievement is set based on organizational need. The exertion of human effort in the workplace should be systemically influenced by the mission and vision of that specific organization. On occasions, nothing will suffice short of a complete transformation of employee attitudes and behaviors. “For this reason, Dotlich and Cairo recommend the setting of one of the four following goals: self-awareness, performance improvement, performance breakthrough, or transformation.

FOURTH, the process is structured and provides proven tools. Employee coaching is far from being a seat-of-the-pants methodology. It may be situational but employee coaching unfolds in a logical, orderly manner. There is a definable beginning, middle, and end to the process as well as an extensive tool chest to facilitate the process. This well organized system will eliminate the uncertainties and the vague irrational outcomes that plague other approaches.

Dotlich and Cairo present a continuum from traditional coaching to employee coaching. This continuum follows.
## From Traditional Coaching to Executive Coaching

<table>
<thead>
<tr>
<th>From Traditional Coaching</th>
<th>To Employee Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Therapist-patient relationship</td>
<td>• Professional-organizational relationship</td>
</tr>
<tr>
<td>• One-size-fits-all approach to development</td>
<td>• Personalized to each employee</td>
</tr>
<tr>
<td>• Self-awareness as an end</td>
<td>• Uses self-awareness as a means to create needed organizational behavior</td>
</tr>
<tr>
<td>• Focused primarily on personal insights, not action</td>
<td>• Focused on implementing new learnings into measurable results</td>
</tr>
<tr>
<td>• Unstructured approach and interactions</td>
<td>• Strategic and planned actions leads to performance breakthroughs</td>
</tr>
<tr>
<td>• Focus on individual only; little link to organizational realities and obstacles in changing behavior</td>
<td>• Matches individual aspirations and skills to the organizational context with a focus on purpose</td>
</tr>
</tbody>
</table>

Adapted from Exhibit 1.3, Dotlich and Cairo, pg. 21.

According to Dotlich and Cairo, there are at least eight steps of executive coaching. They view these steps as flexible so that a coach would not feel locked into the chronological order. Each employee may enter the process at a different point or some of the steps may have already been taken. “You must, however, adhere to the four key elements of the process: (1) self-awareness is linked with business results; (2) an executive plan is put in place; (3) the level of goal achievement is set based on organizational need; and (4) the process is structured and uses proven tools.” (Dotlich and Cairo, pg. 33).
The Employee Coaching process consists of the following eight steps:

1. Determine what needs to happen and in what context.
2. Establish trust and mutual expectations.
3. Contract with the client for results.
4. Collect and communicate feedback.
5. Translate talk into action.
6. Support big steps.
7. Foster reflection about actions.
8. Evaluate individual and organizational progress.

We hope that this overview of employee coaching will provide a vibrant and living sense of how this process unfolds and how it can be implemented within school districts. It is our intention to further develop techniques, and training activities that will assist along the journey. This is not a complicated process, it is one, however, that requires skill and knowledge. Any process held out for the purpose of reshaping human behavior needs to be led by a seasoned and learned professional.
SECTION IV
The Organizational Context of Effective Coaching

The product of employee coaching within an organization should unleash the human spirit and expand the work force capability to achieve beyond anticipated measures of productivity so as to institutionalize real change. This does not begin with tinkering with the strategy, structure, or systems of the organization. It also does not start with coaching techniques like setting goals, motivating people, and giving feedback. It starts with considering and being willing to alter the underlying context in which these occur.

The cultural context is made up of the sum total of all the conclusions people in the organization have reached in order to succeed. This culture is shaped by the shared interpretations employees make about the operational environment, the existing theory of practice, and the core competencies that have been built up over time. It is also shaped by the management and leadership culture that is inherited or self-imposed. This network of underlying assumptions, beliefs, and attitudes are largely invisible but still influential. It is this basic cultural context that is important to consider in creating a framework for effective coaching.

For example, the prevailing culture of most school districts is based on some type of alignment—the institutional practice of placing different people and groups into separate divisions and departments. Consequently, if you move from coaching the individual to coaching a group, especially in an organization like a school district, you have to talk about the context in which you are coaching. Is the coaching going to take place in the context of unilateral decision making, subservience, and dependency? Or is it going to take place in the context of internal commitment, external networking, collaboration and involvement? Considering the context is essential before you begin the journey of coaching any group.

Robert Hargrove, in a book titled Masterful Coaching, looked at the cultural context from two perspectives, the first being command, control, and coercion; the second being stewardship, internal commitment, and learning model.

The Command, Control, and Coercion Model

This model has been traditional in many organizations. According to (Hargrove, pg. 7) “Bill Walsh, former coach of the San Francisco 49ers, in this context there is only one person who does all the thinking, makes all the decisions, and designs the game plan and that person is the dictator.” There are many executives whose need to pursue power to serve their own purposes and the desire to win is so strong that they use this context without even being aware of it.
Despite all the attention given to visionary leadership, culture change, empowerment, quality, strategic planning, understanding purpose, and service in recent years, most of the changes have impacted limited numbers of people and have been largely cosmetic.

This often reduces itself down to autocracy—getting people to do things that they ordinarily would not want to do. The price paid for that is enormous. This model withers the human spirit and saps people of the motivation for high level performance and the ability to embrace the concept of change. The organization becomes impersonal and values stability, predictability, and control above all else. This creates a culture that flattens creativity, is inconsistent with quality and adds no value. Finally, people resist and most feel bewildered, frustrated, and resentful.

This model is contradictory to the nature of the human spirit. People who work under this model have to accept being dependent, submissive, and passive in the face of the leader. Since this goes against a person’s basic instincts, the command and control model breeds defensive behavior. The boss ultimately is stymied, the shared view is lost, people try to win or withdraw from the conversation, the whole is reduced to the most powerful of the parts and the organization becomes unmanageable, falls into a mood of resignation or in the case of public schools, becomes more domestic and operates in spite of the leadership.

Another significant issue of this model is that employees tend to perceive everything that comes from the top as another form of coercion. Thus, coaching people in this context will be seen as an attempt to dominate or to get more out of people after they are already past the breaking point. Motivating people with a reward system will be seen as manipulation and giving feedback will be perceived as checking up on what are you doing or saying to me this time? Learning and training are resisted because people do not participate in setting their own learning agendas. This becomes self perpetuating creating a vicious non productive cycle.

The Stewardship, Internal Commitment, and Learning Model

In attempting to realize high-standards and visionary change so as to create higher levels of commitment from people, every organization reaches an ethos or point of crisis that represents a need to create a new culture. One approach is the previous described system of command and control. A second system is the concept often called creating a learning organization through focused commitment and a shared vision. School districts that operate under this cultural context are “light years” apart from those that operate under the traditional control domains.

In a learning organization with a common vision, employees do not give up their creative spirit in order to earn a living. Rather they begin a journey to answer “Who am I really?” and “What can I do in this organization that I passionately care about?” As this culture
grows, employees form a group or groups which surround a constancy of purpose which is larger than themselves. They negotiate their own goals within an organizational context and work collaboratively with unparalleled intensity. The organization that results from this is new. It embraces change and because of a sharpness of focus will clearly challenge the uncertain with enthusiasm. This phenomenon is equally true without reference to the size of the organization or the service delivered.

In the emerging organization, the traditional systems and control functions may still be there but they exist only to serve and maintain a focus on the mission and vision with an added value that they indeed make a difference to employees. Institutional control is maintained by the employee commitment, collaboration, and involvement with their work about which they are particularly passionate. The new culture is a community built on communication, visible support, service leadership, and institutionalized creativity. This concept is summarized on the following page.

A learning institution inspires employees to reach new horizons rather than new plateaus. These changes institutionalize the need for additional learning which creates change and a new revolving cycle. This new cycle is learner influenced and determined through collaboration and networking. It is not an isolated activity but rather a completely new culture that is synergistic. The pursuit of each new horizon creates the need for employee coaching.

One might ask, “Who is the coach in the new organizational context? “The coach is an organization leader or manager, a frontline supervisor, a project manager, an external consultant, or simply a colleague. In this context, the role of the coach is that of being a steward, facilitative leader, and teacher, not just the person with the most power. He or she works with people to create a shared vision and values based on what matters to the institution, its demands and constraints, and what the people truly care about. In this context, one of the coach’s primary tasks is to help people create effective organizations that they believe in, where they can produce extraordinary results as an offering, not by demand.” (Hargrove, pg. 11) It is on this model that Employee Coaching is based.
## New Culture
### The Shift to a Learning Organization

<table>
<thead>
<tr>
<th>Service Context</th>
<th>From Situational Domination</th>
<th>To Practicing the Power of Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction Setting</td>
<td>Vision from “on top”</td>
<td>Shared Vision</td>
</tr>
<tr>
<td>Thinking and Execution</td>
<td>Top thinks, others act</td>
<td>Collaboration and interaction at all levels</td>
</tr>
<tr>
<td></td>
<td>Work now, grieve later</td>
<td>Systems design and collaborative visionary conversations</td>
</tr>
<tr>
<td>Nature of Thinking</td>
<td>Absolute control and the exercise of power</td>
<td>Focus on diversity and growth from disparity of opinion. Involve yea and nay sayers</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Conflict resolved by political or situational ethics</td>
<td>Focus on diversity and growth from disparity of opinion. Involve yea and nay sayers</td>
</tr>
<tr>
<td>Role of Leadership</td>
<td>Set vision and motivate people with temporary rewards or threats</td>
<td>Build shared vision</td>
</tr>
<tr>
<td></td>
<td>Make major decisions and create situations which control local actions</td>
<td>Empower and inspire commitment</td>
</tr>
<tr>
<td></td>
<td>Delegate learning to the training department</td>
<td>Encourage team reflection, learning and networking to make better decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coach people in a personal transformational context and to the development of necessary skills</td>
</tr>
</tbody>
</table>

*Adapted from Diagram 1.2, Masterful Coaching, Robert Hargrove, Pg. 11.*
SECTION V
The Connection of Employee Coaching and Leadership Development

The Florida Association of District School Superintendents includes Mentoring and Employee Coaching as essential elements of leadership development. In the early stages of career development the new superintendent (or other executive) is provided the services of a mentor. As training and experience progress the superintendent is provided a learning partner, a coach, to assist the learning process. As superintendents’ careers progress, coaching takes on an even greater dynamic. Any superintendent, at any point in his/her career, is provided a coach on request. Such a need may be triggered by the superintendent’s grappling with a difficult problem with which the coach has experience or may be triggered by a superintendent wishing to implement a new program, project or strategy with which a coach has experience. From its training programs, involving mentoring and coaching, Florida school districts have developed a strength in networking, resulting in sharing best practices, resolving problems, establishing a constancy of purpose, and establishing professional collegiality and friendships.
Bibliography


COMPONENT 3

PERFORMANCE APPRAISAL FORMS
School Based Administrators

Observation and Data Collection/Analysis Form
Observation and Data Collection/Analysis Summary
Correlation of Standards
Professional Development Program
Professional Development Assistance Form
SCHOOL DISTRICT OF DIXIE COUNTY
SCHOOL BASED ADMINISTRATOR
OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name __________________________________________ Position ___________________________ Employee # ___________
Subject/Course __________________________ School/Dept. ______________________________ School Year ____________

Comments of the Evaluator _______________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________

Comments of the Evaluatee _______________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________

Information from teachers and parents was collected and analyzed in the preparation of this report. □ Yes □ No
This evaluation has been discussed with me. □ Yes □ No

_________________________________    _______________  ______________________________   _____________
Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.
### Domain 1: Institutional Growth and Development

<table>
<thead>
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<th>Observation Code*</th>
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<tr>
<td><strong>Policy Governance</strong></td>
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<td>Indicate all that apply</td>
</tr>
<tr>
<td>1. The degree to which School Board rules are understood and applied in daily operations.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td>2. The degree to which State Board of Education rules are understood and applied in daily operations.</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>3. The degree to which Florida Statutes governing public education are understood and applied.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td>4. The degree to which the provisions of the labor contracts are understood and consistently applied.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td>5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.</td>
<td>☐ ☐ ☐ ☐</td>
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</tr>
<tr>
<td>6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
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<tr>
<td>7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.</td>
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<tr>
<td>9. The degree to which the Florida educational accountability system is understood and consistently applied.</td>
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<td>10. The degree to which internal administrative procedures and policies are understood and consistently applied.</td>
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<tr>
<td><strong>Leadership/Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The degree to which expectations are prioritized and acted on following the premise of first things first.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td>12. The degree to which the leader plans and prepares relentlessly.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td>13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
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## Domain 1: Institutional Growth and Development

<table>
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<th>Performance Values (Check One)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>14. The degree to which staffing decisions are considered strategic and based on talent pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs such that the leader is always surrounded with great people.</td>
<td>U  NI  E  HE</td>
<td>Indicate all that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>apply</td>
</tr>
<tr>
<td>15. The degree to which the art and science of reflection is practiced prior to making a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>decision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The degree to which challenging goals are set with the expectation that achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will exceed the anticipated results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The degree to which the leader knows precisely what they believe as well as why they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>believe it and can articulate the same into a precise, consistent message.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The degree to which the leader walks the walk of the leadership message.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The degree to which loyalty “a vital virtue” is practiced toward the school, the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school district, public education in general, and to each staff member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The degree to which the traits of interpersonal sensitivity are consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The degree to which the leader demonstrates the capacity of continuous learning based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on contemporary literature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The degree to which a common purpose is communicated and followed to the end that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>such becomes commonplace within the school.</td>
<td></td>
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### Unsatisfactory
- X 0 =

### Needs Improvement
- X .91 =

### Effective
- X 1.82 =

### Highly Effective
- X 2.27 =

#### Domain Raw Score

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<th>Observation Code*</th>
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<tbody>
<tr>
<td>23. The degree to which operational systems are understood and consistently applied.</td>
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<tr>
<td>24. The degree to which the payroll system is understood and consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. The degree to which the staffing system is understood and consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. The degree to which the student assessment and evaluation system is understood and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. The degree to which the budget and district fiscal services system is understood and</td>
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</tr>
<tr>
<td>consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. The degree to which internal accounts and the financial management system is understood</td>
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<td></td>
</tr>
<tr>
<td>and consistently applied.</td>
<td></td>
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<tr>
<td>29. The degree to which the student grade reporting and promotion system is understood and</td>
<td></td>
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</tr>
<tr>
<td>consistently applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. The degree to which public awareness and communication system is planned and promoted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. The degree to which an internal awareness and communication system is planned and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. The degree to which student growth and achievement diagnostic and data system retrieval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is applied to placement and curriculum development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, art and others are in place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. The degree to which data and data analysis is used to influence student placement,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program development and deliberate instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. The degree to which leaves of absences are managed to be consistent with school board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>policy.</td>
<td></td>
<td></td>
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<tr>
<td>36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.</td>
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### Domain 2: Applied Systems Science

#### Performance Values

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<thead>
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<tbody>
<tr>
<td></td>
<td>U</td>
</tr>
<tr>
<td>37. The degree to which the rules, roles and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness.</td>
<td>☐</td>
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#### Summative Scale Value

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
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<td>Summative Scale Value</td>
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## Domain 3: Institutional Climate

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<tr>
<th>Performance Responsibilities</th>
<th>Performance Values (Check)</th>
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</thead>
<tbody>
<tr>
<td>38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.</td>
<td>U NI E HE</td>
<td>Indicate all that apply</td>
</tr>
<tr>
<td>39. The degree to which communication, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. The degree to which innovation and adaptation, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.</td>
<td></td>
<td></td>
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</tbody>
</table>

©EMCS

O – Observed  I – Clearly Indicated  C – Collected Data  NE – Not Evident

Page 6 of 18
### Domain 3: Institutional Climate (Continued)

<table>
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<tr>
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**Domain Raw Score**

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**Summative Scale Value**
## Domain 4: Instructional Leadership

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<th>Performance Responsibilities</th>
<th>Performance Values (Check)</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Provide instructional leadership and supervision for student achievement.</td>
<td>U</td>
<td>NE</td>
</tr>
<tr>
<td>49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.</td>
<td>NI</td>
<td>HE</td>
</tr>
<tr>
<td>50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.</td>
<td>E</td>
<td>HE</td>
</tr>
<tr>
<td>51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Analyze and report the results of the School Improvement Team’s efforts on student performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Coordinate program planning with district instructional staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Facilitate the testing program for the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Align school initiatives with district, state and school goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.</td>
<td></td>
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</table>
### Domain 4: Instructional Leadership

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<th>Performance Values (Check)</th>
<th>Observation Code*</th>
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</thead>
<tbody>
<tr>
<td>61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.</td>
<td>□ □ □ □</td>
<td>Indicate all that apply</td>
</tr>
<tr>
<td>62. Facilitate the development and implementation of the school technology plan.</td>
<td>□ □ □ □</td>
<td></td>
</tr>
<tr>
<td>63. Provide leadership in the effective use of technology in the classroom.</td>
<td>□ □ □ □</td>
<td></td>
</tr>
<tr>
<td>64. Explore and evaluate new technologies and their educational impact.</td>
<td>□ □ □ □</td>
<td></td>
</tr>
<tr>
<td>65. Assist classroom teachers with the effective use of technology.</td>
<td>□ □ □ □</td>
<td></td>
</tr>
<tr>
<td>66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.</td>
<td>□ □ □ □</td>
<td></td>
</tr>
<tr>
<td>67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.</td>
<td>□ □ □ □</td>
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</tr>
</tbody>
</table>

**Unsatisfactory**

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**Needs Improvement**

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**Effective**

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**Highly Effective**

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©EMCS  Page 9 of 18
## Domain 5: Building and Site Management

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<th>NI</th>
<th>E</th>
<th>HE</th>
<th>Indicate all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70. The degree to which work orders are submitted and monitored in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71. The degree to which the campus is made safe for students and staff from intruders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. The degree to which the community is engaged in making the campus and facilities a source of community pride.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. The degree to which public access and presence on campus is monitored and controlled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

| Unsatisfactory  | X | 0 | = |
| Needs Improvement | X | .75 | = |
| Effective      | X | 1.50 | = |
| Highly Effective    | X | 1.88 | = |

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O – Observed       I – Clearly Indicated        C – Collected Data        NE – Not Evident
### Domain 6: Core Concepts of Management

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<thead>
<tr>
<th>Performance Responsibilities</th>
<th>Performance Values (Check)</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. The degree to which planning is comprehensive, strategic, situational and understood as</td>
<td>U NI E HE</td>
<td>Indicate all that apply</td>
</tr>
<tr>
<td>a core concept of management which requires a specific set of skills for implementation.</td>
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<tr>
<td>77. The degree to which all activities, initiatives and events are organized, proffered and</td>
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<tr>
<td>implemented with the highest degree of efficiency and clearly understood as a core concept</td>
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<tr>
<td>of management.</td>
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<tr>
<td>78. The degree to which staffing is understood as essential, strategic and interconnected to</td>
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<tr>
<td>the talent pool necessary for effective systems implementation as a core concept of</td>
<td></td>
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<tr>
<td>management.</td>
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<tr>
<td>79. The degree to which directing, as a core concept of management, is utilized for successful</td>
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<td></td>
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<tr>
<td>follow through on initiatives, activities and events.</td>
<td></td>
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<tr>
<td>80. The degree to which controlling is understood as a core concept of management and is</td>
<td></td>
<td></td>
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<tr>
<td>correlated to the profound protocols of leadership.</td>
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**Unsatisfactory**

<table>
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<tr>
<th>X</th>
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**Needs Improvement**

<table>
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**Effective**

<table>
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<tr>
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**Highly Effective**

<table>
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<tr>
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**Domain Raw Score**

<table>
<thead>
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<th>Effective 21 - 31</th>
<th>Highly Effective 32 - 35</th>
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<tr>
<td>Summative Scale Value</td>
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©EMCS
## Domain 7: Applied Protocols of Leadership

<table>
<thead>
<tr>
<th>Performance Responsibilities</th>
<th>Performance Values</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
<td>NI</td>
</tr>
<tr>
<td>81. 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>☐</td>
</tr>
<tr>
<td>82. 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>☐</td>
<td>☐</td>
</tr>
<tr>
<td>83. 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>☐</td>
<td>☐</td>
</tr>
<tr>
<td>84. 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>☐</td>
</tr>
<tr>
<td>85. 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>☐</td>
</tr>
<tr>
<td>86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>87. 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>☐</td>
<td>☐</td>
</tr>
<tr>
<td>88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## Domain 7: Applied Protocols of Leadership

<table>
<thead>
<tr>
<th>Performance Responsibilities</th>
<th>Performance Values (Check)</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.</strong></td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
</tr>
<tr>
<td><strong>99. High performing leaders continually conduct research and development for institutional growth purposes.</strong></td>
<td>☐ ☐ ☐ ☐</td>
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</tr>
</tbody>
</table>
Domain 7: Applied Protocols of Leadership (Continued)

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory 0 - 6</th>
<th>Needs Improvement 7 - 20</th>
<th>Effective 21 - 31</th>
<th>Highly Effective 32 - 35</th>
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<tr>
<td>Summative Scale Value</td>
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## Domain 8: Staff Development

<table>
<thead>
<tr>
<th>Performance Responsibilities</th>
<th>Performance Values (Check)</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>100. Engage in continuing improvement of professional knowledge and skills.</td>
<td>U  NI  E  HE</td>
<td>Indicate all that apply</td>
</tr>
<tr>
<td>101. Assist others in acquiring new knowledge and understanding.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>104. Participate in school data collection of teacher input on principal’s performance assessment program.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>106. Supervise assigned personnel and make recommendations for appropriate employment action.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>107. Manage and administer personnel development through training, inservice and other developmental activities.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>108. Provide training opportunities and feedback to personnel at the assigned school.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
<tr>
<td>109. Perform all required professional development services.</td>
<td>U  NI  E  HE</td>
<td></td>
</tr>
</tbody>
</table>

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O – Observed  I – Clearly Indicated  C – Collected Data  NE – Not Evident

Page 15 of 18
Domain 8: Staff Development (Continued)

| Unsatisfactory | X | 0 | = |
| Needs Improvement | X | .80 | = |
| Effective | X | 1.60 | = |
| Highly Effective | X | 2.00 | = |

### Domain Raw Score

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<tr>
<td>Summative Scale Value</td>
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© EMCS
### Domain 9: Student Growth and Achievement

#### Performance Responsibilities

<table>
<thead>
<tr>
<th>Performance Responsibilities</th>
<th>Performance Values</th>
<th>Observation Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>110. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.</td>
<td>U</td>
<td>NI</td>
</tr>
</tbody>
</table>

- Unsatisfactory
- Needs Improvement
- Effective
- Highly Effective

#### Domain Raw Score

<table>
<thead>
<tr>
<th>Domain Raw Score</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Scale Value</td>
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<td>120</td>
<td>240</td>
<td>300</td>
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O – Observed  I – Clearly Indicated  C – Collected Data  NE – Not Evident
OVERALL RATING

<table>
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<th>Summative Scale Value</th>
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<tbody>
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<td>Unsatisfactory</td>
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</tbody>
</table>

| Domain 1: Institutional Growth and Development |
| Domain 2: Applied Systems Science |
| Domain 3: Institutional Climate |
| Domain 4: Instructional Leadership |
| Domain 5: Building and site Management |
| Domain 6: Core Concepts of Management |
| Domain 7: Applied Protocols of Leadership |
| Domain 8: Staff Development |
| Domain 9: Student Growth and Achievement |

TOTAL

Overall Score ________

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-119</td>
<td>120 - 359</td>
<td>360 - 539</td>
<td>540 – 600</td>
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</tbody>
</table>

©EMCS

O – Observed   I – Clearly Indicated   C – Collected Data   NE – Not Evident
OBSERVATION AND DATA COLLECTION/ANALYSIS SUMMARY

Name __________________________ Position __________________________
Employee # __________________________ Subject/Course __________________________
School/Dept. __________________________ School Year __________________

<table>
<thead>
<tr>
<th>Domain</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Institutional Growth and Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 2: Applied Systems Science</td>
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<tr>
<td>Domain 3: Institutional Climate</td>
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<tr>
<td>Domain 4: Instructional Leadership</td>
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<tr>
<td>Domain 5: Building and Site Management</td>
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<tr>
<td>Domain 6: Core Concepts of Management</td>
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<tr>
<td>Domain 7: Applied Protocol of Leadership</td>
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<tr>
<td>Domain 8: Staff Development</td>
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<tr>
<td>Domain 9: Student Growth and Achievement</td>
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</table>

Total

Overall Score _______

Information from teachers, parents was collected and analyzed in the preparation of this report.

<table>
<thead>
<tr>
<th>Unsatisfactory 0-119</th>
<th>Needs Improvement 120-359</th>
<th>Effective 360-539</th>
<th>Very Effective 540-600</th>
</tr>
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</table>

Comments of the Evaluatee

Comments of the Evaluator

This evaluation has been discussed with me □ Yes □ No

____________________________   _____________ _________________________  ____________
Signature of Evaluatee Date Signature of Evaluator Date
Domain 1: Institutional Growth and Development

Performance Responsibilities:

Policy Governance
1. The degree to which School Board rules are understood and applied in daily operations.
2. The degree to which State Board of Education rules are understood and applied in daily operations.
3. The degree to which Florida Statutes governing public education are understood and applied.
4. The degree to which the provisions of the labor contracts are understood and consistently applied.
5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.
6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations.
7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied.
8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied.
9. The degree to which the Florida educational accountability system is understood and consistently applied.
10. The degree to which internal administrative procedures and policies are understood and consistently applied.

Leadership/Management
11. The degree to which expectations are prioritized and acted on following the premise of first things first.
12. The degree to which the leader plans and prepares relentlessly.
13. The degree to which the premise that everyone is accountable all of the time is communicated and applied.
14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.
15. The degree to which the art and science of reflection is practiced prior to making a decision.
16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.
17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.
18. The degree to which the leader walks the walk of the leadership message.
19. The degree to which loyalty “a vital virtue” is practiced toward the school, the school district, public education in general, and to each staff member.
20. The degree to which the traits of interpersonal sensitivity are consistently applied.
21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.
22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school.

Educator Accomplished Practices:
(a) Quality of Instruction.
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
SCHOOL BASED ADMINISTRATOR (Continued)

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Models clear, acceptable oral and written communication skills;
   e. Maintains a climate of openness, inquiry, fairness and support;
   f. Integrates current information and communication technologies;

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
   e. Engages in targeted professional growth opportunities and reflective practices; and
   f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Florida Principal Leadership Standards:

Domain 1: Student Achievement:
Standard 1: Student Learning Results.
Effective school leaders achieve results on the school’s student learning goals.

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and

b. Student learning results are evidenced by the student performance and growth on statewide assessments;
district-determined assessments that are implemented by the district under Section 1008.22, F.S.;
international assessments; and other indicators of student success adopted by the district and state.

Domain 2: Instructional Leadership:
Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;

c. Communicates the relationships among academic standards, effective instruction, and student performance;

d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

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

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

Domain 3: Organizational Leadership


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

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

Standard 7: Leadership Development.

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

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

**Standard 8: School Management.**

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

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

**Standard 9: Communication.**

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

**Standard 10: Professional and Ethical Behaviors.**

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and

e. Demonstrates willingness to admit error and learn from it;

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

---

**Classroom Teacher High Effect Indicators**

**Learning Goal with Scales:** The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

**Tracking Student Progress:** The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

**Established Content Standards:** The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.
**Multi-tiered System of Supports:** The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

**Clear Goals:** The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

### School Leadership High Effect Indicators

**Feedback Practices:** The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

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

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

**Instructional Resources:** The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

**High Effect Size Strategies:** The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

**Instructional Initiatives:** District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - Writing in response to text
  - Text-based discussions with students

- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

### EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
8. Effective organizations have institutional designs around the central purpose of the organization.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
13. Effective organizations have fully functioning human resources management and development systems.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
20. Effective organizations have organizational alignments that embrace leadership and management accountability.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
29. Effective organizations have institutional integrity.
31. Effective organizations make effective use of technology at all levels.
32. Effective organizations have comprehensive programs for institutional security.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
34. Effective organizations practice vertical and horizontal teaming.
35. Effective organizations have visibility and accessibility.
36. Effective organizations implement labor contracts skillfully.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
40. Effective organizations are places where leadership and institutional courage are evident with reference to the body politic.
42. Effective organizations are learning organizations where every leader is a learner.
44. Effective organizations are places where leaders are high performing, healthy role models.
45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.
46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.
## Domain 2: Applied Systems Science

### Performance Responsibilities:

23. The degree to which operational systems are understood and consistently applied.
24. The degree to which the payroll system is understood and consistently applied.
25. The degree to which the staffing system is understood and consistently applied.
26. The degree to which the student assessment and evaluation system is understood and consistently applied.
27. The degree to which the budget and district fiscal services system is understood and consistently applied.
28. The degree to which internal accounts and the financial management system is understood and consistently applied.
29. The degree to which the student grade reporting and promotion system is understood and consistently applied.
30. The degree to which public awareness and communication system is planned and promoted.
31. The degree to which an internal awareness and communication system is planned and implemented.
32. The degree to which student growth and achievement diagnostic and data system retrieval is applied to placement and curriculum development.
33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, art and others are in place.
34. The degree to which data and data analysis is used to influence student placement, program development and deliberate instruction.
35. The degree to which leaves of absences are managed to be consistent with school board policy.
36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.
37. The degree to which the rules, roles and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness.

### Educator Accomplished Practices:

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
4. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
SCHOOL BASED ADMINISTRATOR (Continued)

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and
f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.
1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   e. Engages in targeted professional growth opportunities and reflective practices; and
   f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Florida Principal Leadership Standards:
Domain 1: Student Achievement:
Standard 1: Student Learning Results.
Effective school leaders achieve results on the school’s student learning goals.
a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Domain 3: Organizational Leadership
Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:
a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

**Standard 9: Communication.**

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

**Standard 10: Professional and Ethical Behaviors.**

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and

e. Demonstrates willingness to admit error and learn from it;

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

**Classroom Teacher High Effect Indicators**

**Learning Goal with Scales:** The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

**Tracking Student Progress:** The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

**Established Content Standards:** The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

**Multi-tiered System of Supports:** The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

**Tracking Rate of Progress:** The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

**Clear Goals:** The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.
School Leadership High Effect Indicators

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

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

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

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have established institutional quality standards.
3. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
4. Effective organizations have a common information base connected to institutional purpose.
5. Effective organizations have institutional designs around the central purpose of the organization.
6. Effective organizations skillfully manage systemic and institutional change.
7. Effective organizations have institutional preparedness and are proactive for the future.
8. Effective organizations have fully functioning human resources management and development systems.
9. Effective organizations have well-defined, active systems of teaching and learning.
10. Effective organizations have evaluation systems signaling continuous progress.
11. Effective organizations have clearly defined institutional functions and practices.
12. Effective organizations have decision-making systems characterized by strategic thinking and planning.
13. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
14. Effective organizations have organizational alignments that embrace leadership and management accountability.
15. Effective organizations have systems where personnel are empowered, enabled, and assisted.
16. Effective organizations are places where there is purposeful abandonment of nonproductive practices.
17. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.
18. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
19. Effective organizations conduct cost/benefit analyses before implementing new programs.
20. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
21. Effective organizations have a pervasive atmosphere of high expectations.
22. Effective organizations make effective use of technology at all levels.
23. Effective organizations have comprehensive programs for institutional security.
24. Effective organizations have established effective programs for mentoring and institutional coaching.
25. Effective organizations practice vertical and horizontal teaming.
26. Effective organizations implement labor contracts skillfully.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.
45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.
Domain 3: Institutional Climate

Performance Responsibilities:
38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.
39. The degree to which communication, as a contributor to institutional climate, is understood and coached.
40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.
41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.
42. The degree to which innovation and adaptation, as a contributor to institutional climate, is understood and coached.
43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.
44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.
45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.
46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached.
47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.

Educator Accomplished Practices:
(a) Quality of Instruction.
   2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
      a. Organizes, allocates, and manages the resources of time, space, and attention;
      f. Maintains a climate of openness, inquiry, fairness and support;
      g. Integrates current information and communication technologies;
(b) Continuous Improvement, Responsibility and Ethics.
   1. Continuous Professional Improvement. The effective educator consistently:
      d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

Florida Principal Leadership Standards:
Domain 1: Student Achievement:
Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:
   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Domain 2: Instructional Leadership:
Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
Domain 3: Organizational Leadership  
**Standard 6: Decision Making.**  
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

**Domain 4: Professional and Ethical Behavior:**  
**Standard 10: Professional and Ethical Behaviors.**  
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and

e. Demonstrates willingness to admit error and learn from it;

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

**Classroom Teacher High Effect Indicators**  
**Multi-tiered System of Supports:** The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

**School Leadership High Effect Indicators**  
**Feedback Practices:** The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

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

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

**High Effect Size Strategies:** The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.
**Instructional Initiatives:** District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

**EMCS Indicators of an Effective Educational Institution (School and/or District):**

4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
10. Effective organizations skillfully manage systemic and institutional change.
13. Effective organizations have fully functioning human resources management and development systems.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.
20. Effective organizations have organizational alignments that embrace leadership and management accountability.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
29. Effective organizations have institutional integrity.
30. Effective organizations have a pervasive atmosphere of high expectations.
32. Effective organizations have comprehensive programs for institutional security.
34. Effective organizations practice vertical and horizontal teaming.
35. Effective organizations have visibility and accessibility.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.
47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.
### Domain 4: Instructional Leadership

**Performance Responsibilities:**

48. Provide instructional leadership and supervision for student achievement.
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance.
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan.
53. Analyze and report the results of the School Improvement Team’s efforts on student performance.
54. Coordinate program planning with district instructional staff.
55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.
56. Facilitate the testing program for the school.
57. Align school initiatives with district, state and school goals.
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs.
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.
62. Facilitate the development and implementation of the school technology plan.
63. Provide leadership in the effective use of technology in the classroom.
64. Explore and evaluate new technologies and their educational impact.
65. Assist classroom teachers with the effective use of technology.
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.

**Educator Accomplished Practices:**

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students’ cultural linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students’ subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;
   e. Relate and integrate the subject matter with other disciplines and life experiences;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.
1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

Florida Principal Leadership Standards:
Domain 1: Student Achievement:
Standard 1: Student Learning Results.
Effective school leaders achieve results on the school’s student learning goals.

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:
Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

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

Domain 3: Organizational Leadership
Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use
of resources to promote a safe, efficient, legal, and effective learning environment. The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement
   and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Classroom Teacher High Effect Indicators
Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a
scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a
formative approach to assessment.

Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established
state content standards identified by the state and the manner in which that content should be sequenced.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support
to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely
collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned
with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which
students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of “complex text” to learn
content information and routinely includes close reading, rereading, and use of dependent questions to deepen
student understanding of text incorporating these two processes:
   • writing in response to text
   • text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English
language learners’ ability to produce and respond to spoken and written English texts, from pronunciation and
formation of individual sounds and letters, through word and sentence level, to patterns of text structure
utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators
Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty
on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships
between professional practice and student achievement on those goals.

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to
provide the faculty with quality resources and time for professional learning, and engages faculty in effective
individual and collaborative learning on priority professional goals throughout the school year.
Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

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

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity**: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students

- **Interventions**: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- **Instructional Adaptations**: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- **ESOL Strategies**: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

EMCS Indicators of an Effective Educational Institution (School and/or District):
1. Effective organizations have a comprehensive program for research and development.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.
28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
30. Effective organizations have a pervasive atmosphere of high expectations.
31. Effective organizations make effective use of technology at all levels.
34. Effective organizations practice vertical and horizontal teaming.
## SCHOOL BASED ADMINISTRATOR (Continued)

<table>
<thead>
<tr>
<th>42.</th>
<th>Effective organizations are learning organizations where every leader is a learner.</th>
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<tbody>
<tr>
<td>47.</td>
<td>Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.</td>
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</table>
Domain 5: Building and Site Management

**Performance Responsibilities:**
68. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.
69. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.
70. The degree to which work orders are submitted and monitored in a timely manner.
71. The degree to which the campus is made safe for students and staff from intruders.
72. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.
73. The degree to which the community is engaged in making the campus and facilities a source of community pride.
74. The degree to which public access and presence on campus is monitored and controlled.
75. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.

**Educator Accomplished Practices:**
(a) Quality of Instruction.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students;
   and
4. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   f. Applies technology to organize and integrate assessment information.

**Florida Principal Leadership Standards:**
Domain 1: Student Achievement:
Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:
   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:
Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:
   a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 8: School Management.

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

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

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

a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Classroom Teacher High Effect Indicators

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

School Leadership High Effect Indicators

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

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

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- Monitoring Text Complexity: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students

- Interventions: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- Instructional Adaptations: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- ESOL Strategies: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

EMCS Indicators of an Effective Educational Institution (School and/or District):

3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.

4. Effective organizations have established institutional quality standards.

7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.

16. Effective organizations have well defined and managed systems of proprietary interests.

17. Effective organizations have clearly defined institutional functions and practices.

19. Effective organizations have fiscal soundness, characterized by application of best practices in use of resources.

20. Effective organizations have organizational alignments that embrace leadership and management accountability.

23. Effective organizations are places where there is purposeful abandonment of nonproductive practices.

27. Effective organizations conduct cost/benefit analyses before implementing new programs.

31. Effective organizations make effective use of technology at all levels.

32. Effective organizations have comprehensive programs for institutional security.

38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
45. Effective organizations have complete data banks of institutional knowledge with specific role assignments for institutional memory responsibilities.
### Domain 6: Core Concepts of Management

#### Performance Responsibilities:
1. The degree to which planning is comprehensive, strategic, situational and understood as a core concept of management which requires a specific set of skills for implementation.
2. The degree to which all activities, initiatives and events are organized, proffered and implemented with the highest degree of efficiency and clearly understood as a core concept of management.
3. The degree to which staffing is understood as essential, strategic and interconnected to the talent pool necessary for effective systems implementation as a core concept of management.
4. The degree to which directing, as a core concept of management, is utilized for successful follow through on initiatives, activities and events.
5. The degree to which controlling is understood as a core concept of management and is correlated to the profound protocols of leadership.

#### Educator Accomplished Practices:

**a) Quality of Instruction.**

1. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students’ cultural linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Adapts the learning environment to accommodate the differing needs and diversity of students;

2. Assessment. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   b. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   c. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   d. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

**b) Continuous Improvement, Responsibility and Ethics.**

1. Continuous Professional Improvement. The effective educator consistently:
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
   d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   e. Engages in targeted professional growth opportunities and reflective practices; and
Florida Principal Leadership Standards:
Domain 1: Student Achievement:
Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions
that build and support a learning organization focused on student success. The leader:
a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the
school.
Domain 2: Instructional Leadership:
Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that
aligns curriculum with state standards, effective instructional practices, student learning needs and
assessments. The leader:
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a
common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student
performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is
rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted
standards and curricula.
Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-
wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based
pedagogy, data analysis for instructional planning and improvement, and the use of instructional
technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated
instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional
learning throughout the school year.
Domain 3: Organizational Leadership
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and
improvement priorities using facts and data. The leader:
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions;
and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
### Standard 7: Leadership Development.

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

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

### Standard 8: School Management.

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

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

### Standard 9: Communication.

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

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

### Classroom Teacher High Effect Indicators

**Multi-tiered System of Supports:** The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

**Tracking Rate of Progress:** The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

**Text Complexity:** The teacher cognitively challenges students through the use of “complex text” to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students
School Leadership High Effect Indicators

Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

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

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

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

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

EMCS Indicators of an Effective Educational Institution (School and/or District):

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
12. Effective organizations practice informed predictability based on a solid knowledge base and the practice of reflective thinking.
13. Effective organizations have well defined and managed systems of proprietary interests.
14. Effective organizations have clearly defined institutional functions and practices.
15. Effective organizations have decision-making systems characterized by strategic thinking and planning.
16. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
17. Effective organizations have systems where personnel are empowered, enabled, and assisted.
18. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
19. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.
20. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
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Domain 7: Applied Protocols of Leadership

Performance Responsibilities:

81. 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.

82. 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.

83. 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.

84. 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.

85. 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.

86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

87. 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.

88. High performing leaders act with integrity, fairness, and honesty in an ethical manner.

89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the data base on which decisions are made.

90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself.

91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.

92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.

93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate.

94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization.

95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change.

96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.

97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.

98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition.

99. High performing leaders continually conduct research and development for institutional growth purposes.
Educator Accomplished Practices:

(a) Quality of Instruction.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   - Conveys high expectations to all students;
   - Respects students’ cultural linguistic and family background;
   - Models clear, acceptable oral and written communication skills;
   - Maintains a climate of openness, inquiry, fairness and support;
   - Adapts the learning environment to accommodate the differing needs and diversity of students; and

4. Assessment. The effective educator consistently:
   - Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   - Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   - Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   - Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
   - Examines and uses data-informed research to improve instruction and student achievement;
   - Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
   - Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   - Engages in targeted professional growth opportunities and reflective practices; and

Florida Principal Leadership Standards:

Domain 1: Student Achievement:

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;

b. Maintains a school climate that supports student engagement in learning;

c. Generates high expectations for learning growth by all students; and

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;

c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

**Standard 4: Faculty Development.**

**Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.** The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

c. Employs a faculty with the instructional proficiencies needed for the school population served;

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

**Domain 3: Organizational Leadership**

**Standard 6: Decision Making.**

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

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

**Standard 7: Leadership Development.**

**Effective school leaders actively cultivate, support, and develop other leaders within the organization.** The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

**Standard 8: School Management.**

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

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.
Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Classroom Teacher High Effect Indicators
Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners’ ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators
Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

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

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

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

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:
**Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
- writing in response to text
- text-based discussions with students

**Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

**Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

**ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

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**EMCS Indicators of an Effective Educational Institution (School and/or District):**

1. Effective organizations have a comprehensive program for research and development.
2. Effective organizations have leaders who understand and apply core concepts of leadership.
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.
4. Effective organizations have established institutional quality standards.
5. Effective organizations have beliefs, a vision, mission, and purposes that are in synchrony.
6. Effective organizations have a common information base connected to institutional purpose.
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
10. Effective organizations skillfully manage systemic and institutional change.
11. Effective organizations have institutional preparedness and are proactive for the future.
12. Effective organizations practice informed predictability based on a solid knowledge base and the practice of reflective thinking.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
18. Effective organizations have decision-making systems characterized by strategic thinking and planning.
21. Effective organizations have an environment for institutional politics controlled by the artful practice of interpersonal and intrapersonal interaction within the organizational context.
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.
24. Effective organizations are places where organizational growth and cultural change are promoted through risk-taking which results from reflective and intuitive thinking.
26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.
28. Effective organizations allow sufficient time for programs to reach maturity in accordance with program design before implementing change.
29. Effective organizations have institutional integrity.
30. Effective organizations have a pervasive atmosphere of high expectations.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
34. Effective organizations practice vertical and horizontal teaming.
37. Effective organizations practice formalized institutional planning.
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.
42. Effective organizations are learning organizations where every leader is a learner.
43. Effective organizations are places where the art and practice of reflection are evident and effective.
44. Effective organizations are places where leaders are high performing, healthy role models.
46. Effective organizations are places where persons walk-the-walk and behave with optimism, honesty and consideration for others.
47. Effective organizations are institutions that believe in themselves and have the competence and confidence to practice their functions fully and effectively.
Domain 8: Staff Development

Performance Responsibilities:

100. Engage in continuing improvement of professional knowledge and skills.
101. Assist others in acquiring new knowledge and understanding.
102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
104. Participate in school data collection of teacher input on principal’s performance assessment program.
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee.
106. Supervise assigned personnel and make recommendations for appropriate employment action.
107. Manage and administer personnel development through training, inservice and other developmental activities.
108. Provide training opportunities and feedback to personnel at the assigned school.
109. Perform all required professional development services.

Educator Accomplished Practices:

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Engages in targeted professional growth opportunities and reflective practices; and
   d. Implements knowledge and skills learned in professional development in the teaching and learning process.

Florida Principal Leadership Standards:

Domain 2: Instructional Leadership:
Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

c. Employs a faculty with the instructional proficiencies needed for the school population served;

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
Domain 3: Organizational Leadership  
Standard 7: Leadership Development.  
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:  
   a. Identifies and cultivates potential and emerging leaders;  
   b. Provides evidence of delegation and trust in subordinate leaders;  
   c. Plans for succession management in key positions;  
   d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and  
   e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Classroom Teacher High Effect Indicators  
Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

School Leadership High Effect Indicators  
Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.  
Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.  
High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

EMCS Indicators of an Effective Educational Institution (School and/or District):  
3. Effective organizations have leaders who understand the varied duties in management and leadership and keep a balance in carrying out practices in management and leadership.  
6. Effective organizations have a common information base connected to institutional purpose.  
7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.  
8. Effective organizations have institutional designs around the central purpose of the organization.  
13. Effective organizations have fully functioning human resources management and development systems.  
17. Effective organizations have clearly defined institutional functions and practices.  
20. Effective organizations have organizational alignments that embrace leadership and management accountability.  
22. Effective organizations have systems where personnel are empowered, enabled, and assisted.  
25. Effective organizations are places where organizational awareness and sensitivity are promoted through matching skills and talents to tasks leading to development of institutional purpose.  
26. Effective organizations have leadership structures that see beyond the present and maintain a progressive edge.  
33. Effective organizations have established effective programs for mentoring and institutional coaching.  
36. Effective organizations implement labor contracts skillfully.  
38. Effective organizations are places where systems functions are realized through defined and harmonic interactions of the workforce as rules and roles change through evolving institutional dynamics.  
39. Effective organizations are places where there is power equalization through organized alignment commensurate with distributed institutional responsibility.  
42. Effective organizations are learning organizations where every leader is a learner.  
43. Effective organizations are places where the art and practice of reflection are evident and effective.
### Domain 9: Student Growth and Achievement

#### Performance Responsibilities:
110. Ensure that student growth and achievement are continuous and appropriate schoolwide.

#### Educator Accomplished Practices:

(a) Quality of Instruction.

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:
   - c. Designs instruction for students to achieve mastery;
   - d. Selects appropriate formative assessments to monitor learning;
   - e. Uses diagnostic student data to plan lessons; and
   - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   - c. Conveys high expectations to all students;
   - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. **Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   - b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   - c. Identify gaps in students’ subject matter knowledge;
   - f. Employ higher-order questioning techniques;
   - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
   - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   - j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment.** The effective educator consistently:
   - a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   - e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).

(b) Continuous Improvement, Responsibility and Ethics.

1. **Continuous Professional Improvement.** The effective educator consistently:
   - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
   - b. Examines and uses data-informed research to improve instruction and student achievement.
Florida Principal Leadership Standards:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and

b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

a. Enables faculty and staff to work as a system focused on student learning;

b. Maintains a school climate that supports student engagement in learning;

c. Generates high expectations for learning growth by all students; and

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Classroom Teacher High Effect Indicators

Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of “complex text” to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners’ ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators

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7. Effective organizations have refined craft knowledge and leaders and employees use this knowledge to skillfully perform their roles.
8. Effective organizations have institutional designs around the central purpose of the organization.
9. Effective organizations have a well-defined organizational character, a well-developed organizational culture and a healthy organizational climate.
14. Effective organizations have well-defined, active systems of teaching and learning.
15. Effective organizations have evaluation systems signaling continuous progress.
16. Effective organizations have well defined and managed systems of proprietary interests.
17. Effective organizations have clearly defined institutional functions and practices.
30. Effective organizations have a pervasive atmosphere of high expectations.
31. Effective organizations make effective use of technology at all levels.
32. Effective organizations have comprehensive programs for institutional security.
33. Effective organizations have established effective programs for mentoring and institutional coaching.
37. Effective organizations practice formalized institutional planning.
42. Effective organizations are learning organizations where every leader is a learner.
SCHOOL DISTRICT OF DIXIE COUNTY
PROFESSIONAL DEVELOPMENT PROGRAM

Name ______________________________________________  Position ____________________
Employee # _______________________________ Subject/Course ___________________
School/Dept. ________________________________________  School Year _____________

Section I
List areas of perceived growth opportunities (what new knowledge must be gained in order to become more effective with reference to school, district and state initiatives; i.e. course titles, training programs, skills, contemporary readings, clinical practice, program observations, technology skill development and others.)*

A. Growth Dimensions

B. Growth Dimensions

C. Growth Dimensions

Section II - Service provider support and impact correlation
List the names and locations of agencies, departments, master inservice plan components, institutions or persons that will provide the specific training. Include an explanation of how the new knowledge correlates to a performance category from the job description, a specific competency, an accomplished practice, goal setting component and/or to student growth and achievement.

Section III - Timelines
List the anticipated time required to complete each segment of the planned activity. Effective development plans generally span a period of two to three years. Such plans are subject to annual review and modifications based on changing priorities, emerging technology and the like.

Section IV - Program Assessment
Describe in specific terms how the successful completion of the program components of each growth dimension will be determined. This description should include the measurable impact on student growth and achievement.

*No more than three areas of growth should be pursued at any one time.

Employee’s Signature ___________________________ Date ___________ Supervisor(s) Signature ___________ Date ___________
SCHOOL DISTRICT OF DIXIE COUNTY
PROFESSIONAL DEVELOPMENT ASSISTANCE FORM

Employee’s Name _____________________________________________________________

Position ______________________________________________________________________

Supervisor’s Name _____________________________________________________________

PERFORMANCE EXPECTATION

IMPROVEMENT OBJECTIVE

STRATEGIES

ASSISTANCE

Date for follow-up review _____________  Date for completion ________________

_________________________  _____________  ___________________________  _____________
Employee’s Signature  Date  Supervisor(s) Signature  Date