------------------------------·---· ·-----· -,---·---· -·----·-

\-.

**Florida School Leader Assessment {FSLA)**

A Multidimensional Leadership Assessment 4 Domains - 10 Proficiency Areas - 45 Indicators

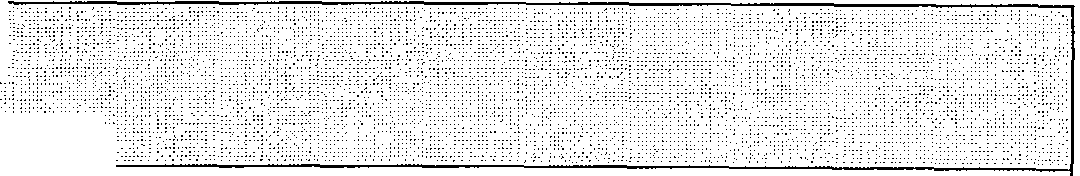
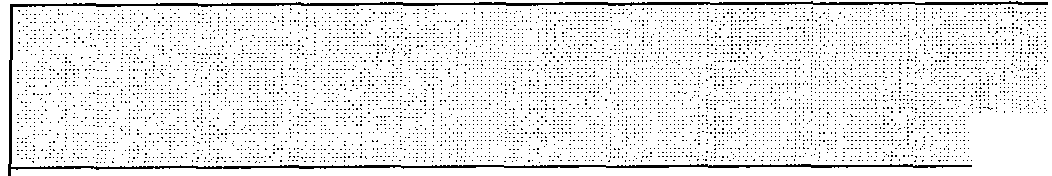
**A summative performance level is based 50% on Student Growth Measures {SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a**

**Leadership Practice Score. In the Florida State Model, the leadership Practice Score is obtained from two metrics:**

* **Florida School Leader Assessment {FSLA)**
* **Deliberate Practice Score**

**The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.**

**Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals** - **knowing what's important, understanding what's needed, and taking actions that get results.**



**C>oni in t:Student Achievemen**.**t**

**2 Pr:oficiencyAfeas.:.. 8 Indicators**

**This dornain contributes 2C>% of}he FSLA Score**

**Proficiency Area 1** - **Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, develol)\_ment and implementation of quality standards-based curricula.**

Indicator 1.1-Academic Standards: The leader demonstrates understanding of\_s\_tudent requirements\_ and academic standards (C9mmon Core and NGSSS).

Indicator 1.2 - Performance Data: The leader demonstrates the use of student and adult performance data to mak instru\_ctional leadershi]J\_ decisions. Indicator 1.3 - Planning and Goal Setting: The leader demonstrates planning and goal setting tCJ improve student achievement.

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student imp\_rovement through student achievement results.

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

Indicator 2.1- Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning

performance gap amorig student subgroups within the school.

Indicator 2.2 - SmoolClimat : The leader maintains a school climate that supports !;tudent enga&\_ement in learning. Indicator 2.3 - High Expectations: The leader generates high expectations for learning growth by all students.

Indicator 2.4 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality tudent proficiency on academic standards.

\\_

**Domain 2: The focus is on instructional leadersh**,.**ip -what the leader does and enables o!hers to do that suppe>rts teaching and learning.**

|  |  |  |  |
| --- | --- | --- | --- |
| * **bornain 2: Instructional Leadership**   **3Pt.oficiency Areas -17 Indicators**  **This domain contributes 40% of the FSLA Score** | ··. | .. |  |
| **Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that**  **aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.** | | | |
| Indicator 3.1- FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of  Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices. | | | |
| Indicator 3.2 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on  academic standards and student performance. | | | |
| Indicator 3.3 - Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking  progress toward student mastery. | | | |
| Indicator 3.4 - Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught. | | |  |
| Indicator 3.5 - Qualit't'. Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | | |
| Indicator 3.6 - FaculW Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria  and procedures to improve student achievement and faculty proficiency on the FEAPs. | | | |
| **Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used**  **to increase teacher professional practice.** | | | |
| Indicator 4.1- Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served. | | |  |
| Indicator 4.2 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals. | | | |
| Indicator 4.3 - High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies. | | |  |
| Indicator 4.4-lnstructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. | | | |
| Indicator 4.5 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for  professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. | | | |
| Indicator 4.6 - Facult't'. Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with  system objectives, improvement planning, faculty proficiency needs, and appropriate instru.ctional goals; and using instructional technology as a learning tool for students and faculty. | | | |
| Indicator 4.7 - Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty. | | |  |

*(*

\

'- ....-'

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

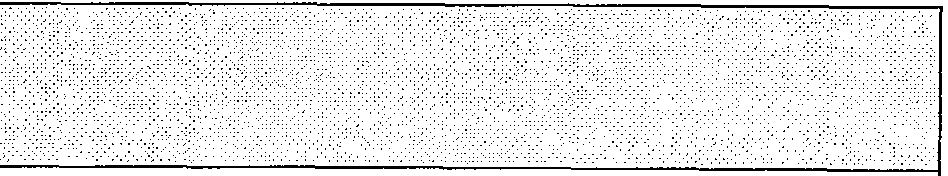
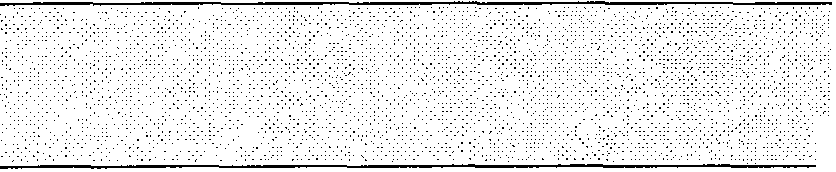
Indicator 5.1- Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

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

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

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

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.



.· **Domain 3 - Organizational Leadership**

*/* **4 Proficiency Areas ;;;.j6 Indicators**

**This domain contributes 20% ()f the FSLA Score**

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

Indicator 6.1- Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisio\_11s with school vision, missi\_on, and\_i\_mprov ent [l\_riorities.

Indicator 6.2 - Problem Solving: The leader usesEitical thinking and problem solving techniqties to d. ine problems and identify solutions.

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

Indicator 6.4 - Distributive Leadershi.P: The lea.der empowers others and di tributes leadership when appropriate.

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

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

Indicator 7.1- Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, an ligns leadership development practices with system objectives, improvement plannin leadership proficiency needs, an ppropriate instructional goals.

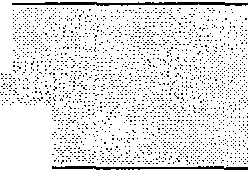
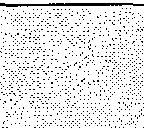
Indicator 7.2- Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.

Indicator 7.4 - ReJationshifil,: Tl,\_e leader develops sustainable and surportive r\_elationships betwe.en school leaders, parents, community, higher education, and business leaders.

"'

|  |
| --- |
| **Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to**  **promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.** |
| Indicator 8.1- Organizational Skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and  staff. |
| Indicator 8.2 - Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional  priorities and a supportive learning environment. |
| Indicator 8.3- Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes  focused on school improvement and faculty development. |
| **Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;**  **recognizing individuals for good work; and maintaining high visibility at school and in the community.** |
| Indicator 9.1- Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school  to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues. |
| Indicator 9.2 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about  student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. |
| Indicator 9.3 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate  technologies for communication and collaboration. |
| Indicator 9.4 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance. |

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership .

|  |  |
| --- | --- |
| **Domain 4 Professional:and Ethical Behaviors**  ·.···.·.··.*)* ·**l Proficieru:yAtea-- 4lndidtor**·**s**  **.Jhis domai11 contrJl>utesJ O%of the FSLA cofe** |  |
| **Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional**  **development focus in their school that is clearly linked to the system-wide strategic objectives.** | |
| Indicator 10.1- Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively  to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the orga\_ri\_ization can grow \_stronge\_r\_whe11 pplies knowledge, skill d productive attitudes il1\_the face\_of adversity. | |
| Indicator 10.2 - Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and  demonstrates explicit improvement in specific performance areas based on J:J\_revious evaluations and formative feedback. | |
| Indicator 10.3 - Commitment: The leader 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. | |
| Indicator 10.4 - Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct  for the education prof ssion (Rule 6B-1.006, F.A.c.). | |

*(*

)

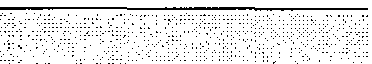
--\_,/ *J*

##### The FSLA Domain scores (combining ratings on all 4 FSLA domains} generates 80% of Leadership Practice Score. The other 20% is based on

the Deliberate Practice score.

Additional Metric

**Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.**

**Oeiiberate Practice**



**Proficiency Area(s) and Target(s)for Growth selectedby School Leader**

Deliberate Practice Priorities: The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The targets are "thin slices" of specific gains sought- not broad overviews or long term goals taking years to accomplish. Where FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needed and 10.2 addresses the leader's pursuant of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.

Growth target 1: An issue that addresses a school improvement need and approved by leader's supervisor

Growth target 2: An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader. Growth target 3-5: Optional: additional issues as appropriate.

* The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).
* The description of a target should be modeled along the lines of learning goals.
  + A concise description (rubric) of what the leader will know or be able to do
  + Of sufficient substance to take at least 6 weeks to accomplish
  + Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
* Rating Scheme
  + Unsatisfactory= no significant effort to work on the targets
  + Needs Improvement= evidence some of the progress points were accomplished but not all of the targets
  + Effective= targets accomplished
  + Hig\_hly effective= exceeded the targets and able to share what was learned with others

**FSLA Score**

Domain 1- 20% Domain 2 - 40% Domain 3 - 20% Domain 4- 20%

**Leadership Practice Score**

FSLA Score (80%} + Deliberate Practice Score (20%} = Leadership Practice Score

**Performance Level**

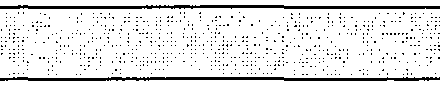
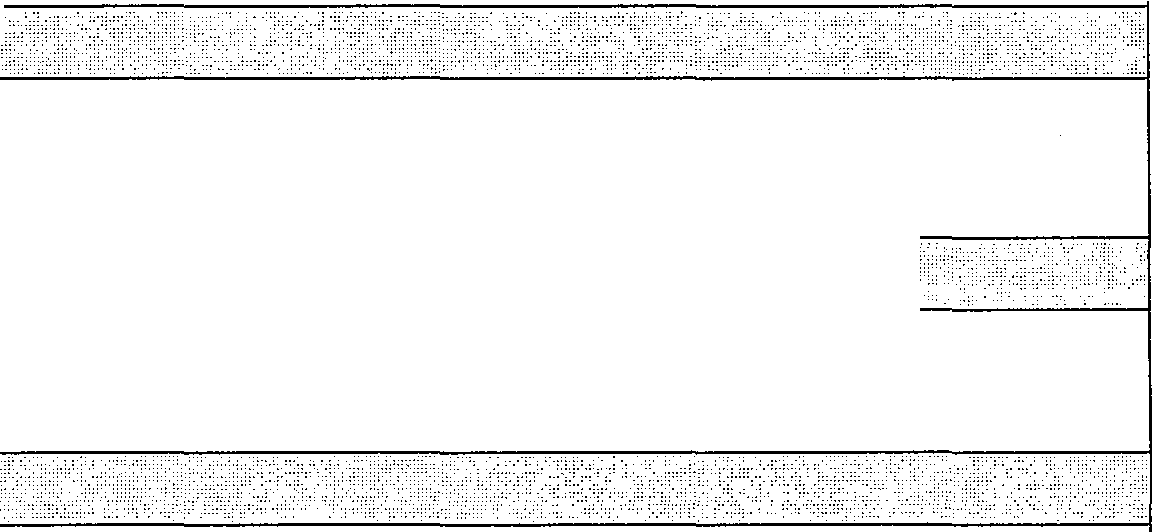
Leadership Practice Score (50%} + Student Growth Measure Score (50%} = Summative performance Level Highly Effective Effective Needs Improvement Unsatisfactory

APPENDIX6

**2013-2014**

**Deliberate Practice Growth Target**

**School Leader's Name and Position:**



**Evaluators Name and Position:**

**Date Growth Targets Approved:**

**School Leader's Signature: \_ Evaluator's Signature \_**

**Deliberate Practice Growth Target#:\_** (Insert target identification number here, the check one category below)

( ) **District Growth Target** ( ) **School Growth Target** ( ) **Leader's Growth target**

,Fe>s s issue(s): Why,ifthf:targ$t q1h, p¼rsping7 ·

**Growth Target:** Describe jNhatyou expectto kf1ow orbe able.to .doas aresultofthisprofessioriarJearning effort. .

AnticipatedGain(s):,·'fvhatdo,Vou.h9pe•to·leam?

•

# •

•

**Plan of Action:** ·A general description ofhmyyou wiH goaboutaccomplishiqg thetarget.

**Progress Points:** Li t p:rogress points or steps toward fulfillingyour goal thaLenable you to monitor yourprogress. lfyou goal

1.

2.

3

*Notes:*

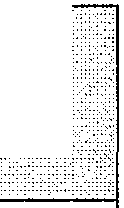
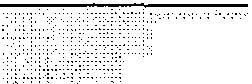
*)*

36

APPENDiX5

### 2013-2014 Short Form

**Florida School Leader Assessment (FSLA)**

Conference **S**ummary,**/P**ro**f**.1c1ency **St**a**t**us **U**1p**d**a **t**e - **Sh**0 **rt F**orm

|  |
| --- |
| Leader: |
| Supervisor: |
| This form summarizes feedback about proficiency on the indicators, standards, and domains  marked below based on consideration of evidence encountered during this  timeframe: |

|  |
| --- |
| •••• . . . >:i : · **l)()inc1,in,.:t.: Stud<{nt Ach.ieven1ent** . . t> ·• . > ·. :) ·.·  ... () **Highly Effediy:e** .... **{)Effective.•· JJNeedslmprovement** . **()JJnsatisfactory** ..  **Scale Levels:** *(chopse one]Where there* is *fficient e idenceio rate current proficiencjon a11 ihdicator, assign*  *a ro cienc levelb checkin one O the our ro 1cie11c ifeve[s; 1 notbein rated at this ti111e;leaveblank.* |
| **Proficiency Area 1** - **Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**  **Hi hi Effective Effective Needs Im rovement Unsatisfacto** |
| Indicator 1.1 - Academic Standards () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 1.2 - Performance Data () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 1.3 - Plannin and Goal Settin () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 1.4 - Student Achievement Results () Highly Effective () Effective () Needs Improvement () Unsatisfactory **Proficiency Area 2** - **Student Learning as a Priority: Effective school leaders demonstrate that student**  **learning is their top priority through effective leadership actions that build and support a learning**  **organization focused on student success.**  **Hi hi Effective Effective Needs Im rovement Unsatisfactory** |
| Indicator 2.1 - Learnina Or anization () Highly Effective () Effective () Needs Improvement () Unsatisfactory |
| Indicator 2.2 - School Climate () Highly Effective () Effective () Needs Improvement () Unsatisfactory |
| Indicator 2.3 - Hi h E ectations () Highly Effective () Effective () Needs Im rovement ( Unsatisfactory |
| Indicator 2.4 - Student Performance Focus () Highly Effective () Effective () Needs Improvement () Unsatisfactory |

*/*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| . ·.. **Domain 2: InstructionalLeadership**  () **Highly Effective (J Effective** ·.. () **Needs Improvement**. **(JU11satisfactory**  **Scale Levels;** *(choose One) Where there is sufficientevidence to rate current proficiency on cin indicator, assign a proficiencvlevel bv checkin\_q one of the four proficiency levels. If not bein.CJ ratedatthis time; leave blank* | | | | |
| **Proficiency Area 3** - **Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**  () **Hiehlv Effective** () **Effective** () **Needs Imorovement** () **Unsatisfactorv** | | | | |
| Indicator 3.1 - FEAPs () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 3.2- Standards based Instruction () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 3.3 - Learning Goals Alignments () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 3.4 - Curriculum Alignments () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 3.5 - Quality Assessments () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 3.6 - Faculty Effectiveness () Highly Effective () Effective () Needs Improvement () Unsatisfactory **Proficiency Area 4** - **Faculty Development: Effective school leaders recruit, retain, and develop an**  **effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by**  **teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.**  () **Hiehlv Effective** () **Effective** () **Needs Imorovement** () **Unsatisfactorv** | | | | |
| Indicator 4.1 - Recruitment and Retention | () Highly Effective | () Effective | () Needs Improvement | *()* Unsatisfactory |
| Indicator 4.2- Feedback Practices | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 4.3 - High effect size strategies | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 4.4 - Instructional Initiatives | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |

33

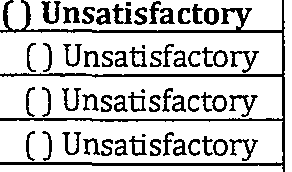
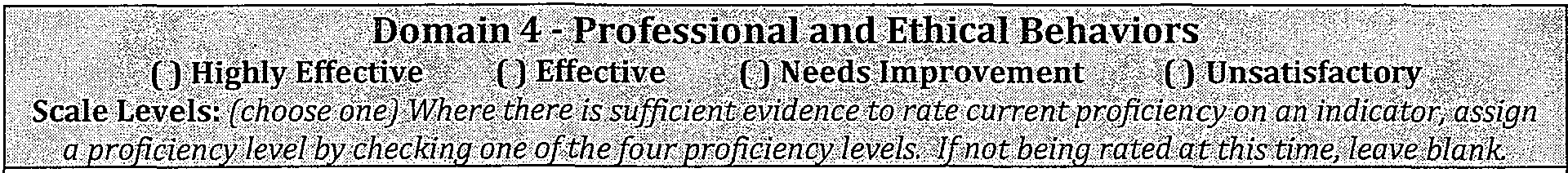
|  |  |  |
| --- | --- | --- |
| Indicator 4.5 - Facilitating & Leading Prof. Learning () Highly Effective ( ) Effective | *[)* Needs Improvement | () Unsatisfactory |
| Indicator 4.6 -Faculty Development Alignments () Highly Effective () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 4.7 -Actual Improvement () Highly Effective () Effective | () Needs Improvement | () Unsatisfactory |
| **Proficiency Area 5** - **Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**  **f) Highly Effective** () **Effective** () **Needs Improvement** () **Unsatisfactory** | | |
| Indicator 5.1 - Student Centered () Highly Effective () Effective () | Needs Improvement | () Unsatisfactory |
| Indicator 5.2 - Success Oriented () Highly Effective () Effective () | Needs Improvement | () Unsatisfactory |
| Indicator 5.3- Diversity () Highly Effective () Effective () | Needs Improvement | () Unsatisfactory |
| Indicator 5.4 -Achievement Gaps () Highly Effective () Effective () | Needs Improvement | () Unsatisfactory |

)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * ••··· . ·.· . **Domain 3** - **Organizational Leadership** .....·... ·.. / ..   •.·. .·.. **l) Highly Effective (l Effective** > () **Needs Improvement** . . [) **Unsatisfactory** <  **Scale Levels:** *(choose one) Where there is sufficientevidenceto rate curtentproficiency on an indicator, GS$iQn<*  *a .vroficiencvlevel bv checkin.i:J ohe ofihe fourbroficiencvlevels. Jfnot bein.Cf rated at thistime, leave blank.·..··* | | | | |
| **Proficiency Area 6** - **Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.**  () **Highly Effective** () **Effective** () **Needs Improvement** () **Unsatisfactory** | | | | |
| Indicator 6.1- Prioritization Practices () Highly Effective () Effective () Needs Improvement r1 Unsatisfactory  Indicator 6.2- Problem Solving. () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 6.3 - Quality Control () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 6.4 - Distributive Leadership () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 6.5 - Technology Integration () Highly Effective () Effective () Needs Improvement () Unsatisfactory  **Proficiency Area 7** - **Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that**  **positively impact and insoire e:rowth in other ootential leaders.** | | | | |
| Indicator 7.1- Leadership Team () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 7.2 - Delegation () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 7.3 - Succession Planning () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 7.4 - Relationships () Highly Effective () Effective () Needs Improvement () Unsatisfactory **Proficiency Area 8** - **School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.**  () **Highly Effective** () **Effective f) Needs Improvement** () **Unsatisfactory** | | | | |
| Indicator 8.1 - Organizational Skills () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 8.2- Strategic Instructional Resourcing () Highly Effective () Effective () Needs Improvement () Unsatisfactory Indicator 8.3 - Collegial Learning Resources () Highly Effective () Effective () Needs Improvement () Unsatisfactory **Proficiency Area 9** - **Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining**  **relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.**  () **Highlv Effective** () **Effective** () **Needs Improvement** () **Unsatisfactorv** | | | | |
| Indicator 9.1-- Constructive Conversations | () Highly Effective | () Effective | r) Needs Improvement | () Unsatisfactorv |
| Indicator 9.2 - Clear Goals and Expectations | () Highly Effective | (1 Effective | () Needs Imorovement | *()* Unsatisfactory |
| Indicator 9.3 - Accessibility | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 9.4 - Reco1mitions | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |

34

*(*



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency Area, 10** - **Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.**  **Hi hi Effective Effective Needs Im rovement** | | | | |
| Indicator 10.1 - Resilienc | () Highly Effective | () Effective | () Needs Improvement |  |
| Indicator 10.2 - Professional Learnin | () Highly Effective | () Effective | () Needs Improvement |  |
| Indicator 10.3 - Commitment | () Highly Effective | () Effective | () Needs Improvement |  |
| Indicator 10.4 - Professional Conduct | () Hi hly Effective | Effective | ) Needs Im rovement | () Unsatisfacto |

I

I

\_/

35