WAKULLA COUNTY SCHOOL BOARD
SUPERINTENDENT'S OFFICE
AGENDA ITEM FOR SCHOOL BOARD APPROVAL

TYPE WRITTEN ONLY
COPY ON THREE HOLE PUNCH PAPER
E-MAIL AGENDA COVER SHEET
AND AGENDA ITEM TO SUPERINTENDENT'S OFFICE

Date submitted: April 16, 2014   Board Meeting Date : May 19, 2014

Date agenda item is due in the county office: May 9, 2014

Name of person submitting item: Karen Wells, Chief Human Capital Officer

Name of document placed on agenda (**How you want it worded on agenda**):

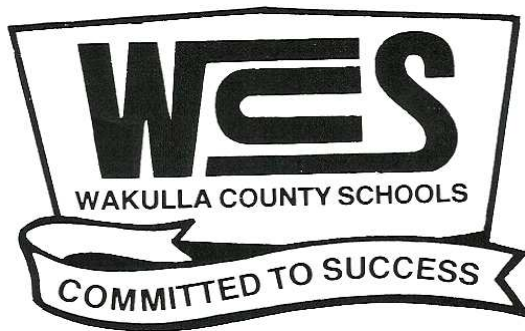Wakulla District Level Administrative Evaluation [DLAE]

PLEASE GIVE A DESCRIPTION AND INFORMATION REGARDING ACTION ITEM:

Approve or Disapprove the Wakulla District Level Administrative Evaluation [DLAE].

Please indicate if signatures are required and <mark>**place appropriate tabs**</mark> *for signature on document.*
Signatures required: ☐ YES ☑ NO

<mark>One copy and an original</mark> are needed when submitting agenda items:
(Duplicate form as needed for each agenda item.)

Items will be placed on the agenda as received.

WMIS SO500
Rev. 05/11

Wakulla District Level Administrative Evaluation [DLAE]

District Level Instructional Administrators

Bobby Pearce, Superintendent

Wakulla County Schools District Level Administrators Annual Evaluation

Contents

Wakulla County Schools District Level Administrators Annual Evaluation

INTRODUCTION
The Wakulla County Schools' present the following District Level Administrator Evaluation (DLAE) which was developed in response to the Race to the Top (RttT), Phase II Memorandum of Understanding (MOU). Participating districts were required to develop district-level administrator evaluation systems as described in section (D) (2) (ii) of the MOU. While there is no legislative requirement for the district administrator evaluation, the Wakulla County School District is *Committed to Success* and believes consistency of instructional focus across the district facilitates that end.

Instructional Personnel in Wakulla's district office to be evaluated will include the following departments: Instruction, Curriculum, Professional Development, Exceptional Student Education, Student Services, Career and Technical Education, Adult Education, Athletic Programs, DJJ, Special Programs and Assessment. These departments, effective SY 2013-14, are led by the following administrators: The Assistant Superintendent for Instruction, The Chief Academic Officer, The Executive Director of Exceptional Education, The Director of Special Programs and Assessment and The Director of Adult, Athletic, Career and Technical Programs. Positions may be altered; however, those administrators who serve the Instructional departments will use this instrument. [5]

THE WAKULLA DISTRICT LEVEL ADMINISTRATOR EVALUATION SYSTEM
To accomplish the purpose set by the RttT MOU, the district level administrator evaluation system for district administrators is:
1. Focuses on district instructional administrator actions that impact student learning, and;
2. Supports professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

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

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

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What is evaluated?
The evaluation of district administrators is aligned with the evaluation of school leaders which is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:
1. **Student Growth Measures**: At least 40% of a district leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. **The Leadership Practice**: This component contributes the remaining percentage 60% of the district administrator's evaluation. Leadership Practice combines results of the District Core Practices **[50%]** and an additional Metric – **Deliberate Practice [10%**.] The Leadership Practices contribution to evaluation is based on observation of the administrator's actions <u>and</u> the administrator's impact on the actions and behaviors of others.
3. **Reference**: Appendix D Annual Performance Summary Form

Training and Implementation
The Panhandle Area Educational Consortium will facilitate and coordinate with Houghton Mifflin, Leadership and Learning staff for Technical Assistance to member districts':
1) Human Resource Administrator for providing orientation within their respective districts
2) Evaluators' understanding and use of the system.

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.
- Those being evaluated use these documents to guide self-reflection on practices that improve the work.
- The evaluator provides both continuous feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

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

2. Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system. This is promoted by their training on the following:
   a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
   b. The Rubrics – how to distinguish proficient levels.

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

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

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5. Student Growth Measures: Combination of District VAM, School and State Assigned School and District Grades, growth of lowest quartile and results of annual Equity Report.

> Sources of information about the evaluation system: For additional information about the Wakulla District Level Administrator Evaluation, Contact Karen J. Wells, Chief Human Capital Officer, Karen.wells@wcsb.us; 850-926-0065, #256.

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other leadership research supported by Wallace Foundation that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

The Wakulla District Level Administrator Evaluation[1] processes:

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

Step 1: Orientation

Step 2: Pre-Evaluation Planning

Step 3: Initial Meeting Between Evaluatee and Evaluator

Step 4: Monitoring, Data Collection, and Application to Practice

Step 5: Mid-Year Progress Review Between Evaluatee and Evaluator

OPTIONAL

Step 6: Prepare a Consolidated Performance Assessment

Step 7: Year-end Meeting Between Evaluatee and Evaluator

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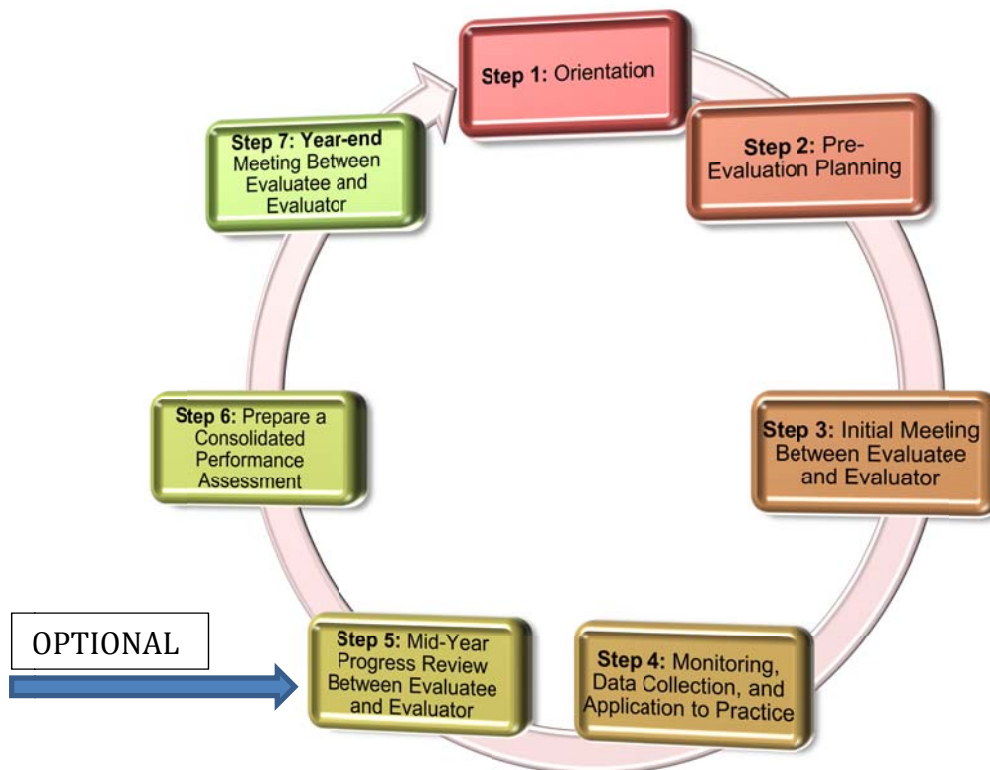
[1] **Adapted from the Florida School Assessment Process**

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The Seven Steps:

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

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

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

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

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

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

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

- The administrator shares with evaluator evidence on practice on which the administrator seeks feedback or wants the evaluator to be informed.

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

Step 5: OPTIONAL: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.
- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and core practice areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.

> Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
>
> If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if the administrator was proficient, the administrator is provided notice that the indicator(s) will be addressed in a follow-up meeting.
>
> The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and the administrator is asked to provide follow-up data on the indicator prior to the year-end conference.
>
> The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same core practice area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.

- Any actions or inactions which might result in an unsatisfactory rating on a domain or core practice area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- Reference: Appendix A: Short Form

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

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

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

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

RUBRICS FOR EACH CORE PRACTICE

PRIORITY ATTRIBUTES MAY VARY BASED ON JOB DESCRIPTION

Core Practice #1: Getting Results

District administrators exhibit behaviors that help school leaders' with obtaining desired student learning growth and achievement.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Factors which contribute to student results for which the leader is responsible consistently exceed expectations.	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Factors which contribute to student results for which the leader is responsible consistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Factors which contribute to student results for which the leader is responsible inconsistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Factors which contribute to student results for which the leader is responsible are consistently below expectations.

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Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Agendas, memoranda, etc. reflect leader's communications to supervised personnel on supporting good teaching and learning. • Analyses of trends and patterns related student performance over time are reflected in presentations. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to research-based practices and leadership actions. • Evidence the district administrator has a system for securing feedback from others specific to supporting good teaching and learning • Feedback describes ways to enhance performance and reach the next level of proficiency. • The district administrator develops district policies, practices, procedures that validate effective leadership practices.	• Goals relevant to supporting teaching and learning are evident and accessible. • Feedback to supervised personnel, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • State or district web-based resources aligned with District initiatives are regularly accessed. • District leader can describe the district-wide achievement goals focused on improving student achievement. • District leader can describe specific policies, practices, and procedures that help them support effective teaching and learning.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*
[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):

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Reflection Questions for Core Practice #1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How do you disaggregate data related to your administrative responsibilities to stimulate dialogue about changes to support good teaching and learning? How do you share with others procedures and practices you employ to support good teaching and learning? What strategies might you employ to increase your ability to help your district level colleagues understand how the elements of your administrative responsibilities impacted and are impacted by the various systems of learning (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	How do you support stakeholder conversations about student achievement? How do you verify that all supervised personnel have sufficient grasp of the significance of their impact on good teaching and learning? How do you improve your conferencing/communication skills so your feedback to stakeholders is both specific enough to be helpful and perceived as support rather than negative criticism?	By what methods do you enable supervised personnel to participate in useful discussions about the relationship between student performance and their work performance? How do you engage more supervised staff/stakeholders in the planning process so that there is a uniform understanding of the goals set? How do you restructure your use of time so that you spend enough time on monitoring supervised personnel practices and giving feedback to be an effective support for good teaching and learning? How would you describe your efforts to understand what leadership improvements are needed and then communicate that in useful ways?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that? How can frequent, focused and constructive feedback support good teaching and learning? How do you learn about what State and District initiatives should be implemented? What are some of the strategies you are employing that help you become more aware of where the greatest problems are in terms of your leadership proficiency?

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Core Practice #2: Continuous Improvement of Teaching and Learning

District administrators assist school leaders with communicating, monitoring, and evaluating expectations for continuous improvement of teaching and learning.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Factors which contribute to continuous improvement of teaching and learning for which the leader is responsible consistently exceed expectations.	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Factors which contribute to continuous improvement of teaching and learning for which the leader is responsible consistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Factors which contribute to continuous improvement of teaching and learning for which the leader is responsible inconsistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Factors which contribute to continuous improvement of teaching and learning for which the leader is responsible are consistently below expectations.

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Communicating a strong belief in the capacity of teachers and principals to improve the quality of teaching and learning, and in the district's capacity to develop the organizational conditions needed for that to happen (high-collective efficacy). • Building consensus about core expectations for professional practice. • Directing energy, influence, and resources toward activities to improve teaching and learning. • Differentiating support to supervised personnel in relation to evidence of compliance and skill in implementing the expectations. • Setting clear expectations for leadership practices and establish leadership development systems to select, train, and assist supervised personnel consistent with district expectations. • Developing and model strategies and norms for local inquiry into challenges related to administrative responsibilities. • Coordinating district support for school improvement across organizational units (e.g., supervision, curriculum and instruction, staff development, human resources) in relation to district priorities, expectations for professional practice, and a shared understanding of the goals and needs of specific schools	• Team learning practices are evident among all levels of supervised personnel. • Professional learning actions of all levels of supervised personnel support teaching and learning. • Meetings at every level focus on supporting teaching and learning. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. • Stakeholder questionnaire results address learning organization's essential elements (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking).

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Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*
[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples below are illustrative and do not reflect an exclusive list of what is expected.):

Reflection Questions for Core Practice #2

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

Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement

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

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Factors which contribute to a sense	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Factors which contribute to a sense of efficacy for school	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Factors which contribute to a sense of efficacy for school	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Factors which

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of efficacy for school improvement for which the leader is responsible consistently exceed expectations.	improvement for which the leader is responsible consistently meet expectations.	improvement for which the leader is responsible inconsistently meet expectations.	contribute to a sense of efficacy for school improvement for which the leader is responsible are consistently below expectations.

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The district administrator is able to produce samples of multiple forms of communication (i.e., meeting agendas, e-mails, professional development documents, etc.) directed toward establishing a clear sense of direction. • The district administrator provides documentation (i.e., principal self-assessment and/or observational data) of the degree to which school leaders are implementing district-sponsored initiatives. • The district administrator produces documents (i.e. meeting minutes, etc.) that establish opportunities for principals and teachers to participate in district-wide decisions that directly impact on their work. • The district administrator is able to provide documentation that school tasks are submitted by all schools and that the goals within the tasks are clear and aligned with state and district standards • The district administrator provides recurring evidence that they are making available professional development opportunities to help build school site capacities.	• Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide a clear sense of direction through establishment of achievement standards and provision of district-wide programs. • Teachers and school leaders track their progress toward "Effective" and higher implementation of prioritized professional development offerings • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide school personnel opportunities to participate in district-wide decisions that have a direct impact on their work • Survey data from school leaders reflect a majority agreeing with the statement that district administrators help school capacity of school.

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

[ ] Highly Effective   [ ] Effective   [ ] Needs Improvement   [ ] Unsatisfactory

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

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Reflection Questions for Core Practice #3

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
What are some strategies you could pursue which would provide guidance to other leaders outside your system so that they too can deliver a wide range of professional development opportunities to help build school site capacities?	What strategies might you pursue that would allow you to routinely share professional learning success stories as well as missteps to avoid with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact?	What one or two strategies might you consider that would help you encourage teamwork and professional community by including stakeholders in district-wide decisions that directly impact their work?	In what strategies might you engage that would encourage school leaders to develop plans that are aligned with state and district standards?

Core Practice #4: Using Data as a Problem Solving Strategy at the District and School Level

District administrators assist school leaders' use of data as a key tool for problem solving.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Factors which contribute to using data as a problem solving strategy for which the leader is responsible consistently exceed expectations.	Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Factors which contribute to using data as a problem solving strategy for which the leader is responsible consistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Factors which contribute to using data as a problem solving strategy for which the leader is responsible inconsistently meet expectations.	Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Factors which contribute to using data as a problem solving strategy for which the leader is responsible are consistently below expectations.

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Analyses of trends and patterns in student performance over time are reflected in presentations to stakeholders. • Analyses of trends and patterns in evaluation feedback are reflected in presentations to stakeholders.	• Data is used to make district and school decisions. • A multi-tiered system of supports that accommodates the differing needs and diversity of school level needs is evident. • Stakeholders express a belief that the District responds to their needs.

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- Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. The district administrator generates data that describes what improvements have occurred.
- Documents, charts, graphs, tables, and other forms of graphic displays reflecting performances are routinely used to communicate "current realities."
- Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with data.
- Statistical analyses identify school and district.

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- Stakeholders can describe a specific policies, practices, and procedures that validate and value similarities and differences.
- Professional development opportunities are provided stakeholders regarding ways to address diversity of school-site needs and issues.

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

[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

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

Reflection Questions for Core Practice #4

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that address the needs of stakeholders? What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all? What strategies might you employ to increase your ability to help your colleagues understand how the elements of the work that you do impacts and is impacted by the	What system supports are in place to ensure that the best ideas and thinking are shared with colleagues and are a priority of collegial professional learning? What are some critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you structure a plan that establishes and maintains a district climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students and respects cultural diversity?	How much of the discussions with district personnel about student performance data are confusing to you and how do you correct that? What have you done to deepen your understanding of the connection between the instructional strategies of learning goals and the work that you do? What strategies are you intentionally implementing to create and maintain a safe and respectful environment that supports good teaching and learning? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your district to improve student learning?

current systems in order to improve teaching and learning?			

Core Practice #5: Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

District administrators need to know and understand the unique characteristics and challenges of each school, and they need to act in ways that contribute to the effective operations, organization, and school-wide improvement of teaching and learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.
Priority Attributes District administrators communicate with each other on their expectations for school sites, establish practical priorities, coordinate due dates, and adjust district expectations to accommodate teacher and principal learning priories at the school site. The district administrator routinely shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders' focus on teaching and learning. Other leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and	The link between school needs and the support delivered is in evidence. The district administrator clearly defines his/her role in supporting teaching and learning in schools, and is able to describe the expertise, knowledge and qualifications needed in order to provide consistent quality support. The district administrator keeps well-informed about school needs and issues, and maintains open lines of communication from and to schools in order to continuously monitor and update supports to them. The district administrator develops and follows specific guidelines related to promptness, timeliness and courteousness in responding to schools, and demonstrates the ability to anticipate as well as respond to, schools' needs	Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership practices related to improving support services for schools. The district administrator has taken some decisive actions to make some changes in their leadership practices, but additional actions are needed to generate consistent, high quality support for all schools.	The district administrator sends late or conflicting notices of due dates on issues requiring use of school site time or resources. Evidence of consistent, high quality support to schools is not routinely gathered and used to promote further growth. The district administrator is indifferent to the data about school needs, the administrator blames others and external characteristics for insufficient progress. The district administrator does not believe that the central offices play a role in improving student achievement. The district administrator has not taken decisive action to change leadership practices, or other variables in order to

goal setting to support school leaders' efforts in improving teaching and learning.	and requests, and maintains this emphasis through ongoing training and monitoring. The district administrator provides a range of customized supports for different schools, and works collaboratively with other district administrators to coordinate efforts to support school improvement.		support to schools.

Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Hiring processes reflect a focus on efforts to improve the expertise, knowledge, and qualifications to improve support to schools • Meeting agendas, presentations, and written messages reflect ways in which the district administrator builds the capacity of school leaders and staff members • School walkthroughs, conference notes, written feedback and presentations reflect that the district administrator keeps well-informed and anticipates and responds to school needs • Meeting minutes, data reports and presentations reflect that the administrator communicates, cooperates, and collaborates with other departments in analyzing data to monitor and improve support services to schools • Other leadership evidence of proficiency on this indicator.	• Principals can identify specific ways the new hiring practices in central office have enabled them to improve school operations, and they have increased their requests of the administrator for support at their schools. • Various operations in the school have shown improved efficiency and effectiveness due to the support from central office which may include; cafeteria routines, financial management, and bus arrival and departures. • Principal and teacher practices have changed as a result of the feedback from central office visits and feedback for growth • Principals and faculty talk about being part of a team with the central office and work in partnership with them to achieve their goals. • Other impact evidence of proficiency on this indicator.

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

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

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

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Reflection Questions for Core Practice #5

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

Core Practice #6: Professional and Ethical Behavior

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

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

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. Evaluation Focus: Factors which contribute to	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. Evaluation Focus: Factors which contribute to professional and ethical	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. Evaluation Focus: Factors which contribute to	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. Evaluation Focus: Factors which contribute to professional and ethical behavior for which the

professional and ethical behavior for which the leader is responsible consistently exceed expectations.	behavior for which the leader is responsible consistently meet expectations.	professional and ethical behavior for which the leader is responsible inconsistently meet expectations.	leader is responsible are consistently below expectations.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	

| Leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district. Clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. Leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006. The leader is strategic in planning a personal professional learning focus aligned with the school or district goals. Leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct. | | The leader's behaviors do not enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There is clear, convincing, and consistent evidence that the leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. Performance improvements linked to professional learning are shared with other leaders expand impact. Leaders abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida. | |

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*
[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator #9

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the

	of ethical behavior?	regulations that govern the school and the education profession in the state of Florida?	school and the education profession in the state of Florida?

District Deliberate Practice Guidelines

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

District Deliberate Practice (DP)
Core Practice(s) and Target(s) for District Administrator Growth
10% or 10 points

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

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

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

Selecting Growth Targets:
Growth target 1: An issue that addresses a district or school improvement need related to student learning and either selected by the district or approved by administrator's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional administrator selected by the administrator).

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

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

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WEIGHTINGS
A Multidimensional Leadership Assessment

4 Domains – 6 Core Practices

A <u>summative performance level</u> is based:
    40% on Student Growth Measures (SGM)* and
    60% on a Leadership Practice Score.

The LEADERSHIP PRACTICE SCORE is obtained from two metrics:
1) District Domains/Core Practices
   (Domain 1: 25% + Domain 2: 25% + Domain 3: 25% + Domain 4: 25% +) = 50%
2) Deliberate Practice Score (DPS) = 10%

The district administrator's District Domain Area Score [50%] is combined with a Deliberate Practice Score [10%] to generate a Leadership Practice Score [60%].

<u>DLAE OVERALL</u> =

    Leadership Practice Score   x .50   =   _____

    + Deliberate Practice Score   x .10   =   _____

    + Student Growth Measure   x .40   =   _____

Wakulla County Schools District Level Administrators Annual Evaluation

APPENDIX A:

MULTI-USE:
Conference Summary/Proficiency Status Update/Pre-Assessment - Short Form[2]

District Administrator:	
Supervisor:	
This form summarizes feedback about Core Practices and domains marked below based on consideration of evidence encountered during this timeframe:_____ **Conference Date:**_____	

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

Domain 1: Student Achievement – 25% or 25 points
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Core Practice #1 - Getting Results   District administrators influence school site instructional leadership on improving desired student learning growth and achievement.   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 1.1 – Student Results   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 1.2 – Faculty Development   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 1.3 – Learning Environment   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Domain 2: Instructional Leadership – 25% or 25 points
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Core Practice #2 – Continuous Improvement of Teaching and Learning   District administrators assist school leaders with communicating, monitoring, and evaluating expectations for continuous improvement of teaching and learning.   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 2.1 – Personal Professional Learning ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 2.2 - Supports Collegial Learning   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 2.3 – On-the-job learning   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement   District administrators impact building principals' and assistant principals' sense of efficacy for school improvement. The individual and collective efficacy provides a crucial link between district initiatives, school conditions and student learning.   ( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

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[2] The DLAE consists of 4 domains and 8 proficiency areas. The DLAE Short Form should also be used for the pre-assessment/self-reflection form.

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Indicator 3.1 - Monitors Prof. Development	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 3.2 - Models Deliberate Practice	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 3.3 - Provides Individual Support	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Domain 3 - Organizational Leadership – 25% or 25 points
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Core Practice #4 - Using Data as a Problem Solving Strategy at the District and School Level
District administrators assist school leaders' use of data as a key tool for problem solving.

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 4.1 - Uses Data to Solve Problems	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 4.2 - Coaches Use of Data	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 4.3 - Shares Learning Goals	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Core Practice #5 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools
District administrators need to know and understand the unique characteristics and challenges of each school and provide consistent, quality, coordinated, and differentiated support for school-wide improvement of teaching and learning.

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 5.1 - Communicates expectations	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 5.2 - Shares Leadership Practices	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 5.3 - Collaborates with other Depts.	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Domain 4 - Professional and Ethical Behaviors – 25% or 25 points
( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Core Practice #6 - Professional and Ethical Behaviors
Effective district administrators demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generating a professional development focus in the district that is clearly linked to the system-wide strategic objectives.

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Indicator 6.1 - Resiliency	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 6.2 - Commitment	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory
Indicator 6.3 - Professional Conduct	( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

APPENDIX B:

District Deliberate Practice Growth Target

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District Administrator's Name and Position:_____

Evaluators Name and Position:

_____

Target for school year: _____ **Date Growth Targets Approved:**

_____

School Administrator's Signature: _____

Evaluator's Signature_____

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

    ( ) **District Growth Target**   ( ) **Administrator's Growth target**

Focus issue(s): Why is the target worth pursuing?
Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*
Anticipated Gain(s): What do you hope to learn?
• •
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1.
2.
3
Notes:

APPENDIX C:

FEEDBACK FORM

District Administrator _____   Page | 25

DOMAIN:

Core Practice:

Comments:

DOMAIN:

Core Practice:

Comments:

DOMAIN:

Core Practice:

Comments:

Wakulla County Schools District Level Administrators Annual Evaluation

APPENDIX D:

The DLAE Annual Performance Summary Form

Name: _____

Title: _____   School Year: _____

Evaluator: _____   Evaluator's
                                                  Title: _____

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

A.   Leadership Practice Score

> DCP score _____ x .50 = _____

> **+**

> Deliberate Practice Score x .10 = _____

> **= Combined Score is Leadership Practice Score**: _____

B.   Student Growth Measure Score

> DISTRICT VAM/_____ x .40 = _____

C.   **Performance Score**

> **Leadership Practice Score + Student Growth Measure Score** = _____

Performance Score ranges	Performance Level Rating
90-100	Highly Effective
80-89	Effective
70-79	Needs Improvement
0 to 69	Unsatisfactory

PERFORMANCE LEVEL is   ( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

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District Administrator Signature:

_____Date: _____

Evaluator Signature:

_____

Multi-Dimensional Leadership Framework Reference List

- <u>Research Foundations for the Florida District-Level Administrator Evaluation Framework</u>, Houghton Mifflin, The Leadership and Learning Center 2013.

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- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.

- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010)*. Investigating the links to improved student learning*. The Wallace Foundation.

- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.

- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD