Rule 6A-5.030
Form AEST-2015
Effective Date: July 1, 2015
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**Directions:**

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

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

**Directions:**

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.]. 33% of the evaluation is based on performance of students as measured by the state’s value-added model. Schoolwide state-level VAM scores provided by FLDOE will be used for the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S.

| Conversion of State Level VAM Performance Standards for Use in Final Evaluation |
|---------------------------------|------------------|
| State Level Standard            | Student Growth Score (Out of 33) |
| Unsatisfactory (1)              | 4                |
| Developing/Needs Improvement (2)| 11               |
| Effective (3)                   | 25               |
| Highly Effective (4)            | 33               |

*What is Evaluated?*

Evaluation of school administrators is based on observation and evidence about certain leadership behaviors AND the impact of an administrator’s behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:

1. **Student Growth Measures:** At least 33% of a school administrator’s annual evaluation is based on the performance of students in the school or state assessments.

2. **The Leadership Practice (LP):** This component contributes the remaining 67% of the school administrator’s evaluation. Leadership Practice combines results of the Marzano School Leadership Evaluation and an additional Metric – Deliberate Practice. The LP contribution to the evaluation is based on observations/conversations of the administrator’s actions and the administrator’s impact on the actions and behaviors of others.

For School Administrators being evaluated using CLEM which is based on the state approved Marzano School Leadership Evaluation Model, the summative annual performance level is based on three factors:

- **Leadership Practice Score:** An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). A system for feedback and growth based on the administrator’s work and impact of that work on others. The Leadership Practice Score will represent 67% of the Final Leadership Effectiveness Score.

- **Deliberate Practice (DP):** Deep learning and growth on a few very specific aspects of educational leadership. This metric will be additive in nature and will represent up to one point on the Final Leadership Practice Score.

- **Student Growth Measures Score (SGM):** The performance of students under the administrator’s supervision over a three year period including the current year’s student performance data will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score whether or not there is three years of data present for an administrator.
• For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.]. Student performance data for at least three years, including the current year and the two years immediately preceding the current year, will be used when available. Schoolwide state-level VAM scores will be used for the student growth portion of the evaluation.

Student Growth Measures: The performance of students under the administrator’s supervision over a three year period, including the current year’s student performance data, will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score.

• For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.]. For school administrators, student learning growth is based on statewide assessment results as calculated by the state approved value-added model (VAM). Schoolwide state-level VAM scores will be used for the student learning growth portion of the evaluation.

Student Growth Measures: The performance of students under the administrator’s supervision over a three year period, including the current year’s student performance data, will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score.
2. **Instructional Leadership**

**Directions**

The district shall provide:

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

### Summary of Scoring Processes

The Marzano School Leadership Evaluation Model describes five domains with 25 elements of school administrator behavior that research shows has an impact on raising student achievement. The domains, elements, and weight are broken down as follows:

**Domain 1 – A Data-Driven Focus on Student Achievement (20%)**

- Element 1 (5%)
- Element 2 (4%)
- Element 3 (3%)
- Element 4 (3%)
- Element 5 (5%)

**Domain 2 – Continuous Improvement of Instruction (40%)**

- Element 1 (11%)
- Element 2 (10%)
- Element 3 (9%)
- Element 4 (5%)
- Element 5 (5%)

**Domain 3 – A Guaranteed and Viable Curriculum (20%)**

- Element 1 (10%)
- Element 2 (5%)
- Element 3 (5%)
Domain 4 – Communication, Cooperation and Collaboration (10%)
   Element 1 (3%)
   Element 2 (2%)
   Element 3 (2%)
   Element 4 (2%)
   Element 5 (1%)

Domain 5 – School Climate (10%)
   Element 1 (2%)
   Element 2 (2%)
   Element 3 (2%)
   Element 4 (2%)
   Element 5 (1%)
   Element 6 (1%)

Scoring for CLEM based on the Marzano School Leadership Evaluation Model

CLEM includes three components for Final Leadership Effectiveness Score:
   Student Growth (33%)
   Leadership Practice including Deliberate Practice (67%)

The Final Leadership Practice Score will be 0 – 67 with the Deliberate Practice representing up to one point without making the final score more than 67.

The model’s focus:
   Student Growth, Leadership Practice, and Deliberate Practice
   Reflects administrators’ performance across all elements within the framework (Domains 1-5)
   Assigns weight to the domain with greatest impact on student achievement (Domain 2)
   Acknowledges administrators’ focus on deliberate practice by measuring improvement over time on specific elements within the framework

Leadership Practice Score (Status Score + Deliberate Practice) 67%
Student Growth Score (three year period, including the current year) 33%
Final Leadership Effectiveness Score 100%
ATTACHMENT B

Evaluation Model: Elements, Rubrics, and Evidences

Marzano Leadership Evaluation

FLORIDA MODEL

Domain I: A Data-Driven Focus on Student Achievement

If(1): The school leader ensures high expectations with measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures clear, measurable learning goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the school improvement learning goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain I
(Required Evidence *)

Learning goals are established for eliminating the achievement gap for all students*
The school leader establishes high expectations for all students to show learning growth*
Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*
Learning goals are established based on state and district curriculum and academic standards*
Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels
Learning goals are established for eliminating differences in achievement for all subgroups in the school
Learning goals are established for eliminating the differences in achievement for English language learners
Learning goals are established for eliminating the differences in achievement for students
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

- with disabilities
- School-wide achievement goals are posted so that faculty and staff see them on a regular basis
- School-wide achievement goals are discussed regularly at faculty and professional learning meetings
- Improvement goals are assigned to various departments and faculty
- Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction
- School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- The school improvement goals are focused on student learning and achievement
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school-wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals
- Scales are in place to chart student and school progress towards meeting the curricular standards

I(2): The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors teachers’ and their students’ achievement of individual student goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures each student has written achievement goals that are clear, measurable and focused on appropriate needs.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused, are established for each student, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused, are established for each student.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain I
(Required Evidence *)

- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments *
- Faculty and staff work as a system focused on student learning*
- Student performance data and expectations for learning are communicated to all stakeholders*
- Learning goals accompanied by proficiency scales are established for each student in terms
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

- of their knowledge gain
- Students keep data notebooks regarding their individual goals
- Student led conferences focus on individual student’s goals
- Parent teacher conferences focus on the individual student’s goals
- Students perceive that their individual goals are academically challenging
- When asked, students are aware of their status on the achievement goals specific to them
- When asked, parents are aware of their child’s achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track achievement of learning goals and to plan for improving instruction.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader regularly ensures that data are available for tracking overall student achievement.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that data are available for tracking overall student achievement.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain I

- Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction
- Student achievement is examined from the perspective of value-added results
- Results from multiple types of assessments are regularly reported and used for instructional planning (e.g., benchmark, common assessments)*
- Reports, graphs, and charts are regularly updated to track growth in student achievement
- School leadership teams regularly analyze school growth data for instructional planning*
- Data briefings are conducted at faculty meetings and used to plan for instruction*
- When asked, faculty and staff can describe the different types of reports available to them
- When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

<table>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual and student sub-groups achievement goals.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures student collected data are available AND monitors the extent to which data are used to track effectiveness of instruction and interventions for all student subgroups.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader collects student input data to ensure that data are used for determining effectiveness of instruction and implementing appropriate interventions.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt.</td>
</tr>
</tbody>
</table>

Evidences for Element 4 of Domain I
(Required Evidence *)

The school leader achieves results on the school’s learning goals*
Student learning results are evidenced by growth and progress on district and state assessments*
The school leader analyzes achievement data for student subgroups within the school*
Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*
Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *
Reports, charts, and graphs are available for individual students depicting their status and learning growth
Individual student achievement is examined from the perspective of value-added results
Individual student reports, graphs, and charts are regularly updated to track growth in student achievement

Teachers regularly analyze school growth data for individual students
School leadership teams regularly analyze individual student performance data
When asked, individual students and their parents can describe their achievement status and growth
When asked, faculty can describe the different types of individual student reports available to them
When asked, faculty and staff can analyze data of their individual students including all subgroups
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually examines and expands the process for using individual student response data.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures teachers collect student response data AND monitors to determine if the data are used for determining effectiveness of instruction and implementing of appropriate interventions school-wide for all student sub-groups to help all students meet their individual achievement goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that teacher collected student response data are used to determine effectiveness of instruction and school-wide interventions for all subpopulations to help all students meet individual achievement goals.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to use teacher collected student response data to determine the effectiveness of instruction and school-wide interventions, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to collect student response data to ensure that data are used for determining effectiveness of instruction and school-wide interventions for all sub-groups.</td>
</tr>
</tbody>
</table>

Evidences for Element 5 of Domain I  
(Required Evidence *)

The school leader ensures differentiated instruction is a predominant instructional practice*
When asked, students report their teachers provide culturally relevant instruction that helps them learn*
The school leader is focused on opportunities for students to continuously improve and be successful
Student response data are utilized to determine effectiveness of instruction and school level interventions
Data are available to show differentiated instruction is a predominant instruction practice
When asked, students report their teachers provide culturally relevant instruction that helps them learn
The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year
The school schedule is designed so that students can receive academic help while in school
Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
Response to intervention measures are in place
Tutorial and enrichment programs are in place when data support the need for these interventions
Data are collected and available to monitor student participation in intervention or enrichment programs
When asked, teachers can explain the interventions in place to help individual students met their goals
When asked, student and/or parents can identify interventions in place to help them meet their goals
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

goals
When asked, students report their school has programs in place to help them meet their achievement goals
When asked, students report their responses are analyzed and used by the school leader

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates goals and expectations using the Florida common language of instruction AND monitors the extent to which the faculty, students and parents understand the instructional model, its goals and impact on the school population.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates goals and expectations using the Florida common language of instruction.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate goals and expectations using the Florida common language of instruction but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to communicate goals and expectations using the Florida common language of instruction.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain II
(Required Evidence *)

The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*
The common language of instruction is used to communicate expectations for teacher and student performance
The school leader utilizes multiple media sources to communicate local, state and federal learning standards to teachers, students and parents
The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school
The school-wide common language of instruction is used regularly by faculty in their professional learning communities
The school-wide common language of instruction is used regularly in faculty and department meetings
Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.
New initiatives are prioritized and limited in number to support the instructional model.
The school-wide common language of instruction is used regularly by faculty in their informal conversations.
When asked, teachers can describe the major components of the school-wide model of instruction.
When asked, teachers can explain how strategies in the instructional framework promote learning for the school’s diverse population.

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals to effectively serve the school population.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to employ teachers with instructional skills to meet the needs of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain II
The school leader employs teachers with instructional skills to serve the school population.
The school leader meets regularly with teachers regarding their growth goals.
Individual teachers have written statements of their pedagogical growth goals.
Individual teachers keep track of their progress on their pedagogical growth goals.
The school leader has demonstrated a track record of hiring effective and highly effective teachers.
The school leader has a system in place to effectively evaluate the selection process for hiring new teachers.
The school leader has a system in place to effectively evaluate and revise the new teacher induction program.
The school leader has a track record of retaining effective teachers.
The school leader documents and tracks the growth of each teacher on their pedagogical goals.
When asked, teachers can describe their progress on their pedagogical growth goals.
When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers.
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, 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.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that information about predominant instructional strategies in the school is collected, regularly gives teachers feedback regarding the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices and the impact on student achievement.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain II
(Required Evidence *)

- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school *
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model *
- The school leader can describe effective practices and problems of practice of the teachers in the school *
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning *
- The school leader ensures instructional practices are appropriate for the level of text complexity
- The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
- When asked, teachers can describe the predominant instructional practices used in the school
- When asked, teachers can explain the relationship between professional practice and student achievement
- When asked, students can explain why they learn from their teacher
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

<table>
<thead>
<tr>
<th>Scale Value</th>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
</tr>
</tbody>
</table>

Evidences for Element 4 of Domain II
(Required Evidence *)

- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*
- The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels*
- Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*
- The school leader can link teacher evaluation data with student achievement data *
- When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *
- Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing
- Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of
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Implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually re-evaluates instructional initiatives and professional development programs to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures instructional initiatives and job-embedded professional development and learning is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which professional learning results in teachers improving their instructional practices.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to implement instructional initiatives and to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to implement instructional initiatives and does not ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals.</td>
</tr>
</tbody>
</table>

Evidences for Element 5 of Domain II

Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *

The school leader uses data to measure teacher progress toward instructional initiative goals  
Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals  
The school leader tracks teacher participation in professional development activities  
Teacher-led professional development is available to teachers regarding their instructional growth goals  
Instructional coaching is available to teachers regarding their instructional growth goals  
Data are collected linking the effectiveness of professional development to the improvement of teacher practices  
Data are available supporting deliberate practice is improving teacher performance  
Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction  
Online professional learning courses are available to teachers to support instructional initiatives  
The school leader tracks teacher participation in professional development activities to support deliberate practice  
The school leader uses data to measure teacher progress toward instructional initiative goals  
When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals
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II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually monitors instruction and when needed seeks new strategies to ensure all ESOL students receive appropriate instruction.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies AND monitors the extent to which the utilization of ESOL strategies are appropriate for the students in the class.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.</td>
</tr>
</tbody>
</table>

Evidences for Element 6 of Domain II

- The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers
- Professional development courses and resources are available for teachers to learn ESOL teaching strategies
- Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies
- Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance
- Online professional learning courses are available to teachers to support learning of ESOL instructional strategies
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies
- When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies
- When asked, ESOL students report their teacher uses strategies that help them learn
- When asked, ESOL student can identify specific strategies that help them learn
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that the assessment and reporting system focuses on state standards.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is effectively delivered and the assessments properly administered.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain III
(Required Evidence *)

- The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements
- Curriculum documents are in place that correlate the written curriculum to state and district standards
- Rubrics or proficiencies are in place that clearly delineate student levels of performance on essential elements of state and district standards
- Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
- The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor
- Evidence is available demonstrating the assessments are accurately measuring the state and district standards
- When asked, teachers can describe the essential content and standards for their subject area(s) or grade leve(s)
- When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement
- When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments
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III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain III

- A written list of essential elements is in place
  - Essential elements have been articulated as proficiency scales or rubrics
  - A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
  - Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)
  - The school leader has a plan in place to monitor the curriculum is taught in the time available to teachers
  - When asked, teachers can describe which elements are essential and can be taught in the scheduled time
  - When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community
  - When asked, students report they have time and resources to learn the curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Beginning (1)</th>
<th>The school attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain III
(Required Evidence 4)

- The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps
- Tracking systems are in place that examine each student’s access to the essential elements of the curriculum
- Parents are aware of their child’s current access to the essential elements of the curriculum
- All students have access to advanced placement or other rigorous courses
- All students have a prescribed program of study that documents access to courses
- The school leader ensures teachers have completed appropriate content area training in their subject area courses
- Data are available to verify student achievement and growth in critical content and standards
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- When asked, students report they have access to rigorous courses
- When asked, students report they have opportunities to learn the critical content of the curriculum

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes with teachers who do not implement these instructional processes as routine events.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures teacher implementation of reading strategies with cognitively challenging text AND monitors the extent to which these processes are routine events.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school attempts to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.</td>
</tr>
</tbody>
</table>
Collier Leader Evaluation Model (CLEM)  
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<table>
<thead>
<tr>
<th>Evidences for Element 4 of Domain III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text</td>
</tr>
<tr>
<td>Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers</td>
</tr>
<tr>
<td>School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards</td>
</tr>
<tr>
<td>Teachers are trained in the dimensions of text complexity</td>
</tr>
<tr>
<td>School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies</td>
</tr>
<tr>
<td>Literacy actions plans are established school-wide</td>
</tr>
<tr>
<td>School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings</td>
</tr>
<tr>
<td>School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty</td>
</tr>
<tr>
<td>When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text</td>
</tr>
<tr>
<td>When asked, students report they have access reading resources with cognitively complex text</td>
</tr>
</tbody>
</table>
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Domain IV: Communication, Cooperation and Collaboration

IV(1): The school leader facilitates and leads professional learning by managing 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 and ensures teachers have opportunities to observe and discuss effective teaching.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader seeks new strategies to maximize the operations of the school to provide resources and supports to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader manages the organization, operations, and facilities to ensure that teachers have regular opportunities for professional learning, time to interact regarding effective instructional practices and to observe specific examples of effective teaching AND monitors the extent to which teachers actively participate in those opportunities to meet their priority professional goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader manages the organization, operations and facilities to ensure that teachers have regular opportunities for professional learning, time to interact collegially regarding effective instructional practices and observe specific examples of effective teaching.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact collegially regarding effective instructional practices and observe specific examples of effective teaching, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain IV
(Required Evidence *)

- The school leader can describe the school’s procedures for scheduling teachers to observe and discuss effective instructional practices
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g., lesson study, professional learning communities)
- The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals
- The school leader manages time effectively in order to maximize focus on instruction
- Teachers have opportunities to engage in instructional rounds
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- Teachers have opportunities to interact about effective teaching via technology
- Instructional practices are regularly discussed at faculty and department meetings
- Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- Information is available regarding participation of teachers in opportunities to observe and discuss
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- effective teaching
- Information is available regarding teacher participation in virtual discussions regarding effective teaching
- When asked, teachers report their participation in observing other teachers results in individual self-reflection and growth
- When asked, teachers can explain how the operation of the school ensures time and resources for professional learning

IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually seeks new venues for teacher input regarding important decisions.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>For specific types of decisions, the school leader communicates and ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain IV
(Required Evidence *)
- The school leader provides evidence of actively listening and learning from faculty and staff*
- The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys)*
- The school leader engages faculty in constructive conversations on important school issues*
- Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning*
- The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects*
- The school leadership team has critical roles in facilitating school initiatives*
- Data-gathering techniques are in place to collect information from teachers*
- Data are available to support the leader engages faculty in constructive conversations about important school issues
- Notes and reports are in place that describe how teacher input was used when making specific decisions
- Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
- When asked, teachers report they feel their input is valued and used by the school leader to enhance the school
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IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction AND monitors the extent to which these goals and plans are designed to accelerate the achievement of the diverse school population.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain IV
(Required Evidence *)

- The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being*
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*
- The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction and student performance*
- The school leader implements the Florida Continuous Improvement Model (FCIM) *
- Professional learning communities (PLCs) are in place
- PLCs have written goals for improving instructional practices and student learning
- The school leader regularly examines the PLC’s progress toward goals
- Common assessments are created by PLCs
- Data teams are in place
- Data teams have written goals and develop instructional plans to meet their goals
- The school leader regularly examines each data team’s progress toward goals
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
- When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students
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IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates and ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal function of the school.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates and ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate and ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.</td>
</tr>
</tbody>
</table>

Evidences for Element 4 of Domain IV (Required Evidence *)

- The school improvement team provides input to the leader regarding the school improvement plan and its impact on the functioning of the school*
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *
- Teacher leaders and other faculty are empowered to share in the leadership of the school *
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities*
- The school leader models effective leadership practices and mentors emerging leaders*
- The school leader effectively identifies potential leaders and guides them in career development*
- Data collection systems are in place to collect input data from teachers and staff regarding the optimal functioning of the school
- Input data are utilized to identify problems and create solutions
- The manner in which data are used is made transparent
- The school leader encourages faculty members to continue their education and assists them with career planning
- The school leader can cite examples of where teacher input has resulted in effective change at the school
- The school leader demonstrates ongoing mentoring of teacher leaders
- When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- When asked, teachers can identify examples of when their input has resulted in effective change at the school
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IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

<table>
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<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes and provides support when students, parents, and community input are not working to optimize the function of the school.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates and ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school learning environment.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates and ensures that input is regularly collected from students, parents, and community.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to communicate and ensure that input is regularly collected from students, parents, and community.</td>
</tr>
</tbody>
</table>

Evidences for Element 5 of Domain IV
(Required Evidence *)

- The school leader provides evidence of actively listening and learning from students, parents and community*
- Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues*
- The school leader engages in virtual town hall meetings*
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community *
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*
- The school leader can explain how the use of input from the school community has resulted in improved functioning of the school*
- When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school*
- Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
- Data are archived and reports regularly generated regarding these data
- The manner in which these data are used is made transparent
- The school leader conducts focus group meetings with students and parents
- The school leader hosts or speaks at community/business events
- The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures
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Domain V: School Climate

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader continually engages in deliberate practice activities to improve his or her professional practices AND monitors the extent to which these activities enhance leadership skills and the staff’s confidence about his or her ability to lead.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader continually engages in activities to improve his or her professional practices.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to engage in activities to improve his or her professional practices.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain V
(Required Evidence 4)

- The school leader has a written annual growth plan with deliberate practice goals and priorities*
- The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school*
- The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school*
- The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct*
- The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions*
- The school leader has a track record of using facts and data when making tough decisions to keep learning and teacher effectiveness as priorities*
- The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed*
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan*
- The school leader models effective leadership practices and mentors emerging leaders*
- The school leader models ethical leadership for self and has the same expectation for faculty and staff
- The school leader has a record of inspiring others in their practice
- The school leader models effective leadership practices and mentors emerging leaders when asked, faculty and staff identify the school administrator as the leader of the school
- When asked, faculty and staff generally agree as to the vision provided by the school leader
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives those actions are guided by the desire to continually improve the school and help all students learn.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain V
(Required Evidence *)

- The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*
- The school leader can identify how learning from adversity has enabled him/her to be a focused leader*
- The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership*
- The school 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 communities*
- The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*
- The school leader actively promotes practices and policies acknowledging the diversity in the school*
- Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- Faculty and staff describe the school leader as one who “walks the walk and talks the talk”
- The school leader demonstrate his or her ability to follow through with initiatives
- Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- Faculty and staff describe the school leader as one who speaks with candor
- Faculty and staff describe the school leader as one who is willing to “take on tough issues”
- When asked, students describe the leader as one who makes their school better
- When asked, students describe the leader as one who helps them overcome obstacles to learning
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly to support an environment focused on student learning.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain V  
(Required Evidence *)

- Instructional and behavioral routines and procedures are in place to support student engagement in learning*
- Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school*
- The school leader maintains a school climate to support student engagement in learning*
- School leader provides ongoing feedback to teachers regarding the learning environment*
- Highly engaged classroom practices are routine at the school*
- The school leader provides a means for faculty and staff to communicate about the safety of their school
- Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- The school leader can provide evidence of practicing emergency management procedures for specific incidents
- The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff
- When asked, faculty and staff describe the school as a safe and orderly place focused on learning
- When asked, the faculty and staff describe the leader as highly visible and accessible
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

V(4): The school leader ensures that students, parents, and the community recognize the
school learning environment supports student engagement and is preparing students for
life in a democratic society and global economy.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
</table>
| Innovating (4) | The school leader ensures that rules and procedures are reviewed and updated as
necessary to ensure a safe and orderly school environment focused on learning and
the perception of such by students, parents, and the community. |
| Applying (3) | The school leader ensures that well-defined routines and procedures are in place that
lead to orderly conduct AND monitors the extent to which students, parents, and the
community share the perception that the school environment is safe and orderly and
focused on learning. |
| Developing (2) | The school leader ensures that well-defined routines and procedures are in place that
lead to orderly conduct and keep a focus on learning. |
| Beginning (1) | The school leader attempts to ensure that well-defined routines and procedures are in
place that lead to orderly conduct and keep a focus on learning, but does not complete
the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that well-defined routines and
procedures are in place that lead to orderly conduct and keep a focus on learning. |

Evidences for Element 4 of Domain V
(Required Evidence *)

The school leader ensures that skills necessary to be contributing members of society and
participate in a global community are listed among the essential elements*
The school leader ensures students are ready to be contributing members of society and
participate in a global community *
Instructional strategies for highly engaged classrooms are part of the school learning
environment*
When asked, students, parents and community describe the school as a safe, respectful and
student centered*
The school leader cultivates relationships with parents and community leaders to improve the
school
Clear and specific rules and procedures are in place to maintain an environment focused on
learning
The school leader has a means of communicating to parents about issues regarding school safety
(e.g. call out system, virtual media)
The school leader employs social media so that students may anonymously report potential
incidents
The school leader coordinates with local law enforcement agencies regarding school safety
issues
The school leader engages parents and community regarding issues of school safety to ensure an
environment focused on learning
When asked, students, parents, and community members perceive the school as safe and orderly
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching AND monitors the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure strategic instructional resourcing and attempts to manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure strategic instructional resourcing and does not manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.</td>
</tr>
</tbody>
</table>

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Evidences for Element 5 of Domain V
(Required Evidence *)

The school leader manages and imposes deadlines on self and the organization that affect the operation of the school*
The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)*
The school leader manages time effectively in order to maximize focus on instruction*
The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*
The school leader effectively manages materials, time and resources for specific classes and courses meet the state or district specifications for those classes and courses
The school leader effectively manages human, fiscal and facility resources to provide support for instruction
The school leader provides adequate training for the instructional technology teachers are expected to use
When asked, faculty and staff report that they have adequate materials to teach effectively
When asked, faculty and staff report that they have adequate time to teach effectively
When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people – delete and change to teachers and students feel honored for their success and contributions.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.</td>
</tr>
</tbody>
</table>

Evidences for Element 6 of Domain V
(Required Evidence *)

- The school leader plans for and celebrates the success of the diverse populations in the school.
- The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media).
- The school leader recognizes incremental success of students and teachers.
- The school leader recognizes the success of individual departments.
- The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year).
- When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated.
- When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated.
Collier Leader Evaluation Model (CLEM) 2017-2018
Based on Marzano School Leadership Evaluation Model

ATTACHMENT F

Scoring Guide

The Marzano School Leadership Evaluation Model describes five domains with 24 elements of school administrator behavior that research shows has an impact on raising student achievement. The domains and elements are broken down as follows:

Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
Domain 2 – Continuous Improvement of Instruction (5 elements)
Domain 3 – A Guaranteed and Viable Curriculum (3 elements)
Domain 4 – Communication, Cooperation and Collaboration (5 elements)
Domain 5 – School Climate (6 elements)

Scoring for the Marzano School Leadership Evaluation Model
The Marzano School Leadership Evaluation Model includes three components for Leadership Assessment:

- Leadership Practice
- Deliberate Practice
- Student Growth Data

The scoring process for the Marzano School Leadership Evaluation Model is similar to how teachers are scored in the Marzano Causal/Teacher Evaluation Model. The steps are outlined in the next section, Scoring for Leadership Evaluation.
Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.]. CLEM is based on the research of Dr. Robert Marzano. The Marzano School Leadership Evaluation Model is organized in 5 Domains with 24 Elements of school leadership evaluation.
administrator behavior that links contemporary research-based strategies to student achievement. Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice by the school administrator. The following documents represent the contemporary research basis in effective educational practices that served as the foundation for development of the model:

- (1) A study by the Wallace Foundation, *Investigating the Links to Improved Student Learning* (Louis, Leithwood, Wahlstrom, and Anderson, 2010)
- (2) *What Works in Oklahoma Schools*, conducted for the Oklahoma State Department of Education (Marzano Research Laboratory, 2011)

For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

ATTACHMENT A

Crosswalk: Marzano School Leadership Evaluation Model to Florida School Leader Assessment

Florida School Leader Assessment (FSLA)
A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 33% on Student Growth Measures (SGM) that conform to the requirements of § 1012.34, F.S., and 67% 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.

| Domain 1: Student Achievement | Marzano Leadership Model
| 2 Proficiency Areas - 8 Indicators | ² |
| This domain contributes 20% of the 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, development and implementation of quality standards-based curricula.

Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSS).

| Indicator 1.1 | Marzano Leadership Model |
| Academic Standards | ² |
| I(1) | III(1)² |

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

| Indicator 1.2 | Marzano Leadership Model |
| Performance Data | ² |
| I(1, 3) | II(3, 4)² |

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

| Indicator 1.3 | Marzano Leadership Model |
| Planning and Goal Setting | ² |
| I(1, 2) | ² |

Indicator 1.4 – Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

| Indicator 1.4 | Marzano Leadership Model |
| Student Achievement Results | ² |
| I(2, 4)² | ² |

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.

1 See the Marzano School Leadership Evaluation Model for additional information. The Marzano Leadership Model column provides the Domain number in roman numeral (I, II, III, IV, or V), followed by the numeric element numbers that align to the respective FSLA Indicator.

² The placement of an asterisk (*) denotes the element contains required evidences. See the Marzano School Leadership Evaluation Model for additional information.
## Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td><strong>Learning Organization</strong>: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</td>
<td>I(1, 2, 4*) II(1*, 3*) IV(3)</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>School Climate</strong>: The leader maintains a school climate that supports student engagement in learning.</td>
<td>III(3) IV(3, 4) V(2*)</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>High Expectations</strong>: The leader generates high expectations for learning growth by all students.</td>
<td>I (1)</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>Student Performance Focus</strong>: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.</td>
<td>III (1*)</td>
</tr>
</tbody>
</table>

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

<table>
<thead>
<tr>
<th>Domain 2: Instructional Leadership</th>
<th>Marzano Leadership Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Proficiency Areas – 17 Indicators</td>
<td>表现贡献40%的FSLA分数</td>
</tr>
</tbody>
</table>

### 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.
  - **Marzano Leadership Model**: II(1*)

- **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.
  - **Marzano Leadership Model**: II(4*) III(1*, 3) IV(3*)

- **Indicator 3.3 – Learning Goals Alignments**: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state’s adopted 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.
  - **Marzano Leadership Model**: I(1, 2)

- **Indicator 3.4 – Curriculum Alignments**: The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.
  - **Marzano Leadership Model**: I(1, 2)

- **Indicator 3.5 – Quality Assessments**: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
  - **Marzano Leadership Model**: III(1*)

- **Indicator 3.6 – Faculty Effectiveness**: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
  - **Marzano Leadership Model**: II(3*, 4*)

### 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 learning contributions.**
### Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.</td>
<td>II(2)</td>
</tr>
<tr>
<td>4.2</td>
<td>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.</td>
<td>II(3*, 4*)</td>
</tr>
<tr>
<td>4.3</td>
<td>High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.</td>
<td>II(4*)</td>
</tr>
<tr>
<td>4.4</td>
<td>Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.</td>
<td>II(5)</td>
</tr>
<tr>
<td>4.5</td>
<td>Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the school 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.</td>
<td>IV(1, 3*) V(5*)</td>
</tr>
<tr>
<td>4.6</td>
<td>Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.</td>
<td>I(1, 5*) II(4*, 5) IV(3*) V(5*)</td>
</tr>
<tr>
<td>4.7</td>
<td>Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.</td>
<td>II(4*)</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>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.</td>
<td>V(3, 4)</td>
</tr>
<tr>
<td>5.2</td>
<td>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.</td>
<td>I(5*) IV(3*) V(2*, 6)</td>
</tr>
<tr>
<td>5.3</td>
<td>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.</td>
<td>II(3*) IV(3*, 5*) V(2*, 6)</td>
</tr>
</tbody>
</table>
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

2017-2018

**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.

<table>
<thead>
<tr>
<th>Marzano Leadership Model</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I(1, 3, 4*)</td>
<td></td>
</tr>
<tr>
<td>III(3)</td>
<td></td>
</tr>
</tbody>
</table>

**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 - 16 Indicators

This domain contributes 20% of 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 decisions with school vision, mission, and improvement priorities.

**Indicator 6.2 – Problem Solving:** The leader uses critical thinking and problem solving techniques to define 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 appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

**Indicator 6.4 – Distributive Leadership:** The leader empowers others and distributes 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, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate 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.

<table>
<thead>
<tr>
<th>Marzano Leadership Model</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V(1*)</td>
<td></td>
</tr>
<tr>
<td>V(1*, 2*)</td>
<td></td>
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<tr>
<td>IV(2*, 4*)</td>
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<tr>
<td>IV(2*, 4*)</td>
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<tr>
<td>IV(5*)</td>
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<td>IV(2*, 4*)</td>
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<td>IV(2*, 4*)</td>
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<tr>
<td>IV(4*)</td>
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</tbody>
</table>
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.4</td>
<td>Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.</td>
<td>IV(4*) V(4*)</td>
</tr>
<tr>
<td>8</td>
<td>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.</td>
<td>V(5*)</td>
</tr>
<tr>
<td>8.2</td>
<td>Organizational Skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.</td>
<td>V(5*)</td>
</tr>
<tr>
<td>8.3</td>
<td>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.</td>
<td>IV(1, 2*, 3*, 4*)</td>
</tr>
<tr>
<td>9</td>
<td>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.</td>
<td>IV(2*, 5*)</td>
</tr>
<tr>
<td>9.1</td>
<td>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.</td>
<td>IV(2*, 5*)</td>
</tr>
<tr>
<td>9.2</td>
<td>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.</td>
<td>I(2, 5*) II(1*) III(1*)</td>
</tr>
<tr>
<td>9.3</td>
<td>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.</td>
<td>IV(5*) V(1*)</td>
</tr>
<tr>
<td>9.4</td>
<td>Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.</td>
<td>V(6)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Domain 4 - Professional and Ethical Behaviors</th>
<th>Proficiency Area</th>
<th>Marzano Leadership Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Proficiency Area - 4 Indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This domain contributes 20% of the FSLA Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

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

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

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 previous 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 profession (Rule 6B-1.006, F.A.C.).

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.

Deliberate Practice

Proficiency Area(s) and Target(s) for Growth selected by 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 pursuit 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

2017-2018
Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

2017-2018

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Leader’s Name (Please Print) / Evaluator’s Name (Please Print) / Date

Conference/Evaluation Options:  
Beginning Mid-Term Final (End of year)
(Circle One)

*Note: Required Evidence

**DOMAIN I: DATA-DRIVEN FOCUS ON STUDENT ACHIEVEMENT**

**I(1):** The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Learning goals are established based on state and district curriculum and academic standards.
The school leader establishes high expectations for all students to show learning growth.
Learning goals are established for eliminating the achievement gap for all students.
Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap.

**I(2):** The school leader ensures high expectations with measurable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.
Faculty and staff work as a system focused on student learning.
Student performance data and expectations for learning are communicated to all stakeholders.

**Notes:**

**I(3):** The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**I(4):** The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

The school leader achieves results on the school's learning goals.
Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
Student learning results are evidenced by growth and progress on district and state assessments.
Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments).
The school leader analyzes achievement data for student subgroups within the school.

**Notes:**

**I(5):** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and

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Collier County Public Schools
Administrator Evaluation System Template
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals.

The school leader ensures differentiated instruction is a predominant instructional practice*
When asked, students report their teachers provide culturally relevant instruction that helps them learn*

Notes:

DOMAIN II: CONTINUOUS IMPROVEMENT OF INSTRUCTION

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*

Notes:

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Notes:

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, 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.

The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*
The school leader can describe effective practices and problems of practice of the teachers in the school*
The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*
Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*

Notes:

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

The school leader can link teacher evaluation data with student achievement data*
Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*
Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*

Notes:
## Collier Leader Evaluation Model (CLEM)

*Based on Marzano School Leadership Evaluation Model*

The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels*.
When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*.
Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*

### Notes:

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.
Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*

### Notes:

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

### Notes:

### Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.*
The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements*.

### Notes:

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

### Notes:

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.
The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps.*

### Notes:

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

### Notes:
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

**DOMAIN IV: COMMUNICATION, COOPERATION AND COLLABORATION**

**IV(1):** The school leader facilitates and leads professional learning by managing 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 and ensures teachers have opportunities to observe and discuss effective teaching.

The school leader can describe the school’s procedures for scheduling teachers to observe and discuss effective instructional practices.  
Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities).

**Notes:**

**IV(2):** The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

The school leader provides evidence of actively listening and learning from faculty and staff.  
The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys).  
Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning.  
The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects.  
The school leadership team has critical roles in facilitating school initiatives.  
The school leader engages faculty in constructive conversations on important school issues.  
Data gathering techniques are in place to collect information from teachers.

**Notes:**

**IV(3):** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

The school leader promotes practices that value similarities and differences among all students and focuses on their success and well-being.  
Student achievement and growth for all subgroups in the school are analyzed by PLC’s for instructional planning.  
The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction and student performance.  
The school leader implements the Florida Continuous Improvement Model (FCIM).

**Notes:**

**IV(4):** The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.  

The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities.  
The school leader effectively identifies potential leaders and guides them in career development.  
The school leader models effective leadership practices and mentors emerging leaders.  
Teacher leaders and other faculty are empowered to share in the leadership of the school.  
Delegates responsibilities to emerging leaders in preparation for career advancement opportunities.  
The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school.

**Notes:**
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

IV(S): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

- The school leader provides evidence of actively listening and learning from students, parents and community.
- Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues.
- The school leader engages in virtual town hall meetings.
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community.
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school.
- The school leader can explain how the use of input from the school community has resulted in improved functioning of the school.
- When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school.

Notes:

DOMAIN V: SCHOOL CLIMATE

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her practice priorities.

- The school leader has a written annual growth plan with deliberate practice goals and priorities.
- The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school.
- The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school.
- The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct.
- The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions.
- The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities.
- The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed.
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses.
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan.

Notes:

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

- The school leader actively promotes practices and policies acknowledging the diversity in the school.
- The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success.
- The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers.
- The school leader reacts constructively and overcomes barriers to success that could include disagreements and dissent with leadership.
- The school 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 communities.
- The school leader can identify how learning from adversity has enabled him/her to be a focused leader.

Notes:
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Notes:

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Notes:

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Notes:

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Notes:

- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

The seven steps of CLEM are described below:

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

- Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and specific expectations that are subject to the evaluation system.
- All administrators, observers and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- Each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.
- Individual Leadership Growth Plan (ILGP) process will be discussed and timeline given for development of three goals.

Step 2: Evaluation Planning Meeting
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

After orientation processes, the administrator and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

Administrator’s self-assessment from the orientation moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information, School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.

The evaluator articulates a perspective on strengths and growth needs for the administrator and for student achievement issues at the school.

Evaluation processes are reviewed and questions answered.

Domain and Elements from evaluation system that will be focus issues are identified and discussed. Student growth measures that are of concern are discussed.

Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.

Proposed elements for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set.

- While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed given their importance to the administrator’s growth and the summative evaluation.

Step 3: 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 the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The the observers and/or evaluator accumulates data and evidence on 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 indicators.

As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided through face-to-face meetings, observation forms, email, telephone, and/or memoranda.

Collegial groups, mentors, communities of practice (CoPs), 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 Step 4: Mid-Year Progress Review Meeting.

Step 4: Mid-Year Progress Review between administrator 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 Mid-Year Progress Review Meeting, 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 proficiency 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.
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

Strengths and progress are recognized.
Priority growth needs are reviewed.
Where there is no evidence related to an element 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 administrator was proficient, the administrator is provided notice that the element(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 administrator is asked to provide follow-up data on the element prior to the year-end conference.
  - The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.

Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
Any element(s) 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.
CLEM Evaluation Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Mid-Year Progress Review Meeting.

Step 5: Monitoring and Data Collection:
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 the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.
The observers and/or evaluator accumulate data and evidence on 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 indicators.
As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via observation forms, via email or telephone, or via memoranda.
Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

Step 6: End of Year Review of Leadership Practice:
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 elements.
Use accumulated evidence and ratings on elements to rate each Domain.
Consolidate the ratings on the elements into Domain ratings.
Consolidate Domain ratings, using CLEM weights, to calculate a Leadership Practice score.
Collier Leader Evaluation Model (CLEM)
Based on Marzano School Leadership Evaluation Model

Step 7: Final Leadership Effectiveness Evaluation:
The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.
The overall ratings of the elements are reviewed and a Status Score assigned.
The administrator’s growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.
The Status Score and Deliberate Practice Score are combined and multiplied by 16.75 (as per weighting formula) to generate a Leadership Practice Score.
Since the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.
Review priority growth issues that should be considered at next year’s Step 2 process.
During this meeting evaluators will gather feedback from administrators regarding the processes of the evaluation model. This feedback will be used to make changes if necessary.
The evaluators will analyze the evaluation data found in iObservation for planning professional development and ensuring continuous improvement of the system and the overall leadership of the District.

Scoring Guide for CLEM Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:
Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
Generating an annual summative performance level based on the proficiency exhibited during the work year.

For School Administrators being evaluated using CLEM which is based on the state approved Marzano School Leadership Evaluation Model, the summative annual performance level is based on three factors:
Leadership Practice Score: An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). A system for feedback and growth based on the administrator’s work and impact of that on others. The Leadership Practice Score will represent 67% of the Final Leadership Effectiveness Score.
Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. This metric will be Additive in nature and will represent up to one point up to one point on the Final Leadership Practice Score.
Student Growth Measures Score (SGM): The performance of students under the administrator’s supervision over a three year period including the current year’s student performance data will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score whether or not there is three years of data present for an administrator.

The following optional chart is provided for your convenience to display the crosswalk of the district’s evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.
### Alignment to the Florida Principal Leadership Standards (FPLS)

<table>
<thead>
<tr>
<th>Domain/Standard</th>
<th>Evaluation Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Student Achievement:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Student Learning Results:</strong></td>
<td>Effective school leaders achieve results on the school’s student learning goals.</td>
</tr>
<tr>
<td>a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,</td>
<td></td>
</tr>
<tr>
<td>b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Student Learning As a Priority:</strong></td>
<td>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</td>
</tr>
<tr>
<td>a. Enables faculty and staff to work as a system focused on student learning;</td>
<td></td>
</tr>
<tr>
<td>b. Maintains a school climate that supports student engagement in learning;</td>
<td></td>
</tr>
<tr>
<td>c. Generates high expectations for learning growth by all students; and,</td>
<td></td>
</tr>
<tr>
<td>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 2: Instructional Leadership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Instructional Plan Implementation:</strong></td>
<td>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</td>
</tr>
<tr>
<td>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;</td>
<td></td>
</tr>
<tr>
<td>b. Engages in data analysis for instructional planning and improvement;</td>
<td></td>
</tr>
<tr>
<td>c. Communicates the relationships among academic standards, effective instruction, and student performance;</td>
<td></td>
</tr>
<tr>
<td>d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,</td>
<td></td>
</tr>
<tr>
<td>e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Faculty Development:</strong></td>
<td>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</td>
</tr>
<tr>
<td>a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</td>
<td></td>
</tr>
<tr>
<td>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</td>
<td></td>
</tr>
<tr>
<td>c. Employs a faculty with the instructional proficiencies needed for the school population served;</td>
<td></td>
</tr>
<tr>
<td>d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;</td>
<td></td>
</tr>
<tr>
<td>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,</td>
<td></td>
</tr>
<tr>
<td>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Learning Environment:</strong></td>
<td>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.</td>
</tr>
<tr>
<td>a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</td>
<td></td>
</tr>
<tr>
<td>b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</td>
<td></td>
</tr>
<tr>
<td>c. Promotes school and classroom practices that validate and value similarities and differences among students;</td>
<td></td>
</tr>
<tr>
<td>d. Provides recurring monitoring and feedback on the quality of the learning environment;</td>
<td></td>
</tr>
<tr>
<td>e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,</td>
<td></td>
</tr>
<tr>
<td>f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 3: Organizational Leadership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Decision Making:</strong></td>
<td>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</td>
</tr>
<tr>
<td>7. <strong>Leadership Development:</strong></td>
<td>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>a. Identifies and cultivates potential and emerging leaders;</td>
<td></td>
</tr>
<tr>
<td>b. Provides evidence of delegation and trust in subordinate leaders;</td>
<td></td>
</tr>
<tr>
<td>c. Plans for succession management in key positions;</td>
<td></td>
</tr>
<tr>
<td>d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,</td>
<td></td>
</tr>
<tr>
<td>e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.</td>
<td></td>
</tr>
<tr>
<td>8. <strong>School Management:</strong></td>
<td>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.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;</td>
<td></td>
</tr>
<tr>
<td>b. Establishes appropriate deadlines for him/herself and the entire organization;</td>
<td></td>
</tr>
<tr>
<td>c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,</td>
<td></td>
</tr>
<tr>
<td>d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>Communication:</strong></td>
<td>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>a. Actively listens to and learns from students, staff, parents, and community stakeholders;</td>
<td></td>
</tr>
<tr>
<td>b. Recognizes individuals for effective performance;</td>
<td></td>
</tr>
<tr>
<td>c. Communicates student expectations and performance information to students, parents, and community;</td>
<td></td>
</tr>
<tr>
<td>d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;</td>
<td></td>
</tr>
<tr>
<td>e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</td>
<td></td>
</tr>
<tr>
<td>f. Utilizes appropriate technologies for communication and collaboration; and,</td>
<td></td>
</tr>
<tr>
<td>g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.</td>
<td></td>
</tr>
</tbody>
</table>

**Domain 4: Professional and Ethical Behavior**

<table>
<thead>
<tr>
<th>10. <strong>Professional and Ethical Behaviors:</strong></th>
<th>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;</td>
<td></td>
</tr>
<tr>
<td>d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrates willingness to admit error and learn from it; and,</td>
<td></td>
</tr>
<tr>
<td>f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Other Indicators of Performance**

**Directions**:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
  - Deliberate practice is included as part of the leadership practice score.
- The percentage of the final evaluation that is based upon the additional indicators; and
  - Administrators have the opportunity to earn an additional one (1) point out of 100 points (1%) on the final evaluation through his/her performance on deliberate practice.
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.]. Each administrator will select three elements for inclusion in their deliberate practice plan. The administrator will receive a score based on demonstrated growth for the selected deliberate practice elements. For example, if the administrator moves from the Applying (3) level to the Innovating (4) level, they receive a score of 4. The final deliberate practice plan score is the average of the three scores provided. Each administrator has the opportunity to earn one (1) additional point out of 100 points for the deliberate practice plan. See below for further information.

![Deliberate Practice Growth Plan](image)

This form is digitized in iObservation.
Collier Leader Evaluation Model (CLEM) 2017-2018
Based on Marzano School Leadership Evaluation Model

Scoring for Deliberate Practice
Deliberate Practice is an Additive model and up to one point will be added to the Final Status Score.

\[
\text{Final Status Score} = \frac{\text{Growth Plan Score (Minimum possible score)}}{\text{Maximum possible score - Minimum possible score}} \times 100 \%
\]

Then multiply the percent by 1 to calculate the bonus that is to be added to the instructional practice score.

Example:
If a person received a 2.5 on a growth plan with a scale of 1-4:
\[
\left(\frac{2.5 - 1}{4 - 1}\right) \times 100 = 50\%
\]

The Bonus to Leadership Practice Score (out of 6) would be 5 points.
Adding the bonus cannot cause a score greater than 67, the top score on your scale. The bonus will only bring the Leadership Practice Score to 67. It will not go over.

The final Leadership Practice Score will be the \((\text{Status Score} \times 16.75) + \text{Deliberate Practice}\)

Example:
\[
(2.794 \times 16.75) + 5 = 47.299
\]

The Leadership Practice Score will be added to the final Student Growth Score to determine the final Leadership Effectiveness Score using the scale below.

Final Proficiency Levels
80 - 100 = Highly Effective
52 - 79.999 = Effective
26 - 51.999 = Needs Improvement
Lower than 26 = Unsatisfactory

- Examples include the following:
- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district
4. **Summative Evaluation Score**

**Directions:**

The district shall provide:

- The summative evaluation form(s); and

---

**Summative Evaluation Form**

<table>
<thead>
<tr>
<th>Leadership Practice Score (67 points possible)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1 (20% - 13.4 points possible)</td>
<td></td>
</tr>
<tr>
<td>Domain 2 (40% - 26.8 points possible)</td>
<td></td>
</tr>
<tr>
<td>Domain 3 (10% - 13.4 points possible)</td>
<td></td>
</tr>
<tr>
<td>Domain 4 (10% - 6.7 points possible)</td>
<td></td>
</tr>
<tr>
<td>Domain 5 (10% - 6.7 points possible)</td>
<td></td>
</tr>
<tr>
<td>Deliberate Practice (1 additive point possible to increase Leadership Practice Score)</td>
<td></td>
</tr>
<tr>
<td>Final Leadership Practice Score (67 points possible)</td>
<td></td>
</tr>
<tr>
<td>Student Growth Score (33 points possible)</td>
<td></td>
</tr>
<tr>
<td>Final Summative Evaluation Score = Final Leadership Practice Score + Student Growth Score (100 points possible)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Summative Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>80 – 100</td>
</tr>
<tr>
<td>Effective</td>
<td>52 – 79.999</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>29 – 51.999</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Lower than 26</td>
</tr>
</tbody>
</table>

Evaluator Signature ___________________________ Date ________________

Administrator Signature ______________________ Date ________________
### Deliberate Practice Growth Plan
**This form is digitized in iObservaton.**

<table>
<thead>
<tr>
<th>School Administrator’s Name and Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator’s Name and Position:</td>
</tr>
<tr>
<td>Element(s) for school year:</td>
</tr>
<tr>
<td>Date Growth Elements Approved:</td>
</tr>
<tr>
<td>School Administrator’s Signature:</td>
</tr>
<tr>
<td>Evaluator’s Signature:</td>
</tr>
<tr>
<td>Deliberate Practice Growth Element E: __</td>
</tr>
</tbody>
</table>

*Insert element identification number here, the check one category below*

- District Growth Element
- School Growth Element
- Administrator’s Growth Element

Focus Issue(s): Why is the element worth pursuing?

---

<table>
<thead>
<tr>
<th>Growth Element: Describe what you expect to know or be able to do as a result of this professional learning effort.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Anticipated Gain(s): What do you hope to learn?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan of Action: A general description of how you will go about accomplishing the element.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

**Notes:**

- The scoring method, including how it is calculated and combined; and
ATTACHMENT F

Scoring Guide

The Marzano School Leadership Evaluation Model describes five domains with 24 elements of school administrator behavior that research shows has an impact on raising student achievement. The domains and elements are broken down as follows:

Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
Domain 2 – Continuous Improvement of Instruction (5 elements)
Domain 3 – A Guaranteed and Viable Curriculum (3 elements)
Domain 4 – Communication, Cooperation and Collaboration (5 elements)
Domain 5 – School Climate (6 elements)

Scoring for the Marzano School Leadership Evaluation Model

The Marzano School Leadership Evaluation Model includes three components for Leadership Assessment:

- Leadership Practice
- Deliberate Practice
- Student Growth Data

The scoring process for the Marzano School Leadership Evaluation Model is similar to how teachers are scored in the Marzano Causal Teacher Evaluation Model. The steps are outlined in the next section, Scoring for Leadership Evaluation.
### Scoring for Leadership Evaluation

<table>
<thead>
<tr>
<th>Domain</th>
<th>20%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>2.7</td>
<td>5%</td>
</tr>
<tr>
<td>Element 2</td>
<td>2.9</td>
<td>4%</td>
</tr>
<tr>
<td>Element 3</td>
<td>3.1</td>
<td>9%</td>
</tr>
<tr>
<td>Element 4</td>
<td>2.4</td>
<td>3%</td>
</tr>
<tr>
<td>Element 5</td>
<td>3.0</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Step 1:** Rank elements in each domain and find the average if there are multiple scores for an element.

<table>
<thead>
<tr>
<th>Domain</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>2.9</td>
</tr>
<tr>
<td>Element 2</td>
<td>3.1</td>
</tr>
<tr>
<td>Element 3</td>
<td>3.1</td>
</tr>
<tr>
<td>Element 4</td>
<td>2.7</td>
</tr>
<tr>
<td>Element 5</td>
<td>2.4</td>
</tr>
</tbody>
</table>

**Step 2:** Multiply the score for each element by the weight for the element.

<table>
<thead>
<tr>
<th>Domain</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>3.3</td>
</tr>
<tr>
<td>Element 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Element 3</td>
<td>2.5</td>
</tr>
<tr>
<td>Element 4</td>
<td>2.8</td>
</tr>
<tr>
<td>Element 5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Step 3:** Add together weighted scores for a final status score.

Total: 3.756
Collier Leader Evaluation Model (CLEM)  
Based on Marzano School Leadership Evaluation Model

Scoring for Deliberate Practice

Deliberate Practice is an Additive model and up to one point will be added to the Final Status Score.

\[
\text{Performance Level} = \left( \frac{\text{Growth Plan Score} - \text{Minimum possible score}}{\text{Maximum possible score} - \text{Minimum possible score}} \right) \times 100\%
\]

Then multiply the percent by 1 to calculate the bonus that is to be added to the instructional practice score.

Example:
If a person received a 2.5 on a growth plan with a scale of 1-4:
\[
\frac{2.5-1}{4-1} = 50\%
\]
\[1\times .5 = .50\]
The bonus to Leadership Practice Score (out of 67) would be .5 points.

Adding the bonus cannot cause a score greater than 67, the top score on your scale. The bonus will only bring the Leadership Practice Score to 67. It will not go over.

The final Leadership Practice Score will be the \((\text{Status Score} \times 16.75) + \text{Deliberate Practice}\)

Example:
\[
(2.794 \times 16.75) + .5 = 47.299
\]

The Leadership Practice Score will be added to the final Student Growth Score to determine the final Leadership Effectiveness Score using the scale below.

<table>
<thead>
<tr>
<th>Final Proficiency Levels</th>
<th>80 - 100</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52 - 79.999</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>26 - 51.999</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>Lower than 26</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

The Leadership Practice Score will be added to the final Student Growth Score to determine the final Leadership Effectiveness Score using the scale below.

<table>
<thead>
<tr>
<th>Final Proficiency Levels</th>
<th>80 - 100</th>
<th>Highly Effective</th>
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<tbody>
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<td></td>
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<td>Effective</td>
</tr>
<tr>
<td></td>
<td>26 - 51.999</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>Lower than 26</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
5. **Additional Requirements**

**Directions:**

The district shall provide:

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

Who is the Evaluator?

Evaluator of principals is the Deputy Superintendent.

Deputy Superintendent

Direct supervisor of the Principals and will complete their final evaluation with input from other senior leadership administrators.

The principals will be the evaluator of the Assistant Principals.

Principals

Direct supervisor of the Assistant Principals in their building and will complete their final evaluation with feedback from other administrators.

All the above administrators will be considered evaluators throughout this document.

How often will the administrators be evaluated?

Evaluations will be conducted annually on every administrator. The administrator will review the evaluation and sign it. The signed evaluation will be placed in the personnel file.

How will the evaluations be used?

The district will analyze the results of all leadership performance evaluations. The data will be used to determine the areas of strengths and needs. The results will be used to develop improvement plans and professional development. Each year the results of the performance evaluations will be compared to the prior year to ensure progress is being made.

Observers

Senior Leadership administrators

Teams of 2 district administrators will observe principals using the CLEM elements and scales.

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

The content of CLEM informs those evaluated and those doing evaluations of the issues to address and the processes to use. Our District has utilized a software system called “iObservation” developed by Learning Sciences, International (LSI) in conjunction with Dr. Marzano. In order to consistently apply a common language of instruction and leverage programs already in place, the District intends to utilize the Marzano School Leadership Model for our evaluation of site based leadership personnel (principals, assistant principals, and deans). References to Dr. Marzano’s research and model will be provided throughout this document as well as a crosswalk to the various domains, elements, and proficiency levels.

Those being evaluated will use these documents to guide self-reflection on practices that improve their work.

Evaluators and observers provide both recurring feedback to guide growth in proficiency in the District priorities and provide summative performance ratings.

Those who are both evaluated by this system and evaluate others with it will do both.

Things to know:

1. **The Research Framework on which the evaluation system is based:** CLEM is based on the research of Dr. Robert Marzano. The Marzano School Leadership Evaluation Model is organized in 5 Domains with 24 Elements of school administrator behavior that links contemporary research-based strategies to student achievement. Ongoing training on the model will continue to be provided at the principal and assistant principal monthly meetings and different sessions throughout the year.

2. **Inter-rater reliability:** Evaluators and observers should be able to provide administrators similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by ongoing training on the following:
   a. The “look for” – what knowledge, skills, and impacts are identified as system priorities by inclusion of evidences in the evaluation system.
   b. The Rubrics/Scales – how to distinguish proficiency levels.
   c. Rater reliability checks. Processes for verifying raters meet expectations in using the rubrics.

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

3. **Specific, Actionable, and Timely Feedback Processes:** What evaluators and observers observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential. iObservation will be used to ensure proper feedback is provided in a timely manner. Feedback to the administrators will be within 10 work days from the time of the observation/visit/conference.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
The seven steps of CLEM are described below:

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

- Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and specific expectations that are subject to the evaluation system.
- All administrators, observers and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- Each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.
- Individual Leadership Growth Plan (ILGP) process will be discussed and timeline given for development of three goals.

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

Administrator’s self-assessment from the orientation moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information, School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.

The evaluator articulates a perspective on strengths and growth needs for the administrator and for student achievement issues at the school.

Evaluation processes are reviewed and questions answered.

Domain and Elements from evaluation system that will be focus issues are identified and discussed.

Student growth measures that are of concern are discussed.

Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.

Proposed elements for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set.

- While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed given their importance to the administrator’s growth and the summative evaluation.

Step 3: 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 the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The observers and/or evaluator accumulates data and evidence on administrator’s actions or impact on 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 indicators.

As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided through face-to-face meetings, observation forms, email, telephone, and/or memoranda.

Collegial groups, mentors, communities of practice (CoPs), 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 Step 4: Mid-Year Progress Review Meeting.

Step 4: Mid-Year Progress Review between administrator 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 Mid-Year Progress Review Meeting, 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 proficiency 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 element 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 administrator was proficient, the administrator is provided notice that the element(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 administrator is asked to provide follow-up data on the element prior to the year-end conference.
- The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.

Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.

Any element(s) 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.

CLEM Evaluation Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Mid-Year Progress Review Meeting.

Step 5: Monitoring and Data Collection:
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 the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The observers and/or evaluator accumulate data and evidence on 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 context of the evaluation system indicators.

As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation forms, via email or telephone, or via memoranda.

Collegial groups, mentors, communities of practice (CoP), professional learning communities (PLC), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

Step 6: End of Year Review of Leadership Practice:
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 elements.

Use accumulated evidence and ratings on elements to rate each Domain.

Consolidate the ratings on the elements into Domain ratings.

Consolidate Domain ratings, using CLEM weights, to calculate a Leadership Practice score.

Step 7: Final Leadership Effectiveness Evaluation:
The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

The overall ratings of the elements are reviewed and a Status Score assigned.

The administrator's growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.

The Status Score and Deliberate Practice Score are combined and multiplied by 16.75 (as per weighting formula) to generate a Leadership Practice Score.

Since the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.

Review priority growth issues that should be considered at next year's Step 2 process.

During this meeting evaluators will gather feedback from administrators regarding the processes of the evaluation model. This feedback will be used to make changes if necessary.

The evaluators will analyze the evaluation data found in iObservation for planning professional development and ensuring continuous improvement of the system and the overall leadership of the District.
• Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]. Any school administrator evaluated as less than effective will be required to participate in specific professional development programs. To this point, no school administrator in Collier has been evaluated as less than effective.

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

How often will the administrators be evaluated?

Evaluations will be conducted annually on every administrator. The administrator will review the evaluation and sign it. The signed evaluation will be placed in the personnel file.

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

• Description of the district’s peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.]. New principals are assigned a mentor who provides assistance as needed and serves to provide ongoing support.

• If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator’s performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.]. N/A
6. District Evaluation Procedures

Directions:

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract [Rule 6A-5.030(2)(g)1., F.A.C.]. The written evaluation is provided to the Superintendent for review and recommendation of contract renewal.
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.]. The written report is submitted to the employee electronically via the iObervation evaluation platform no later than 10 days after the evaluation is completed.
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.]. The evaluator discusses the written evaluation with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.]. The employee may respond electronically via the iObservation system and this response is included as a permanent attachment to the final evaluation within his/her personnel file. In addition, the employee may submit a separate written response if desired which will be included as a permanent attachment to the final evaluation within his/her personnel file.

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

7. **District Self-Monitoring**

**Directions:**

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

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.] CLEM observation teams meet quarterly with the Deputy Superintendent to review evaluation data, identify any concerns with inter-rater reliability, and review the evaluation criteria and procedures to ensure process consistency.

2. **Inter-rater reliability:** Evaluators and observers should be able to provide administrators similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by ongoing training on the following:
   a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of evidences in the evaluation system.
   b. The Rubrics/Scales – how to distinguish proficiency levels.
   c. Rater reliability checks. Processes for verifying raters meet expectations in using the rubrics.

- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.] Feedback is recorded through iObservation, the electronic evaluation platform, so that compliance with providing timely feedback can be easily monitored and enforced by the Office of Human Resources.
3. **Specific, Actionable, and Timely Feedback Processes:** What evaluators and observers observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential. iObservation will be used to ensure proper feedback is provided in a timely manner. Feedback to the administrators will be within 10 work days from the time of the observation/visit/conference.

**Observation schedule for all school-based administrators [principals and assistant principals]**

- **Round 1:** October – December  
- **Round 2:** January – February  
- **Round 3:** March – April  

  - Principals: Discussion with Deputy Superintendent regarding all school-based administrative evaluations at the BOY, MOY, and EOY Conferences.

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.] Since all evaluation actions are captured electronically in iObservation, adherence to procedures regarding implementation of the evaluation system are easily monitored and enforced by the Office of Human Resources. Additionally, the quarterly CLEM observation team meetings with the Deputy Superintendent provide another opportunity to monitor adherence to procedures associated with the evaluation system.

- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.] Prior year evaluation data is used to inform individual professional development for school administrators and to guide in the selection of deliberate practice elements on which they will focus during the school year.

**Step 7: Final Leadership Effectiveness Evaluation:**
The year-end meeting addresses the Leadership Practice Score and Student Growth Measures. 

- The overall ratings of the elements are reviewed and a Status Score assigned.
- The administrator’s growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.
- The Status Score and Deliberate Practice Score are combined and multiplied by 16.75 (as per weighting formula) to generate a Leadership Practice Score.
- Since the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

- If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.

- Review priority growth issues that should be considered at next year’s Step 2 process.
- During this meeting evaluators will gather feedback from administrators regarding the processes of the evaluation model. This feedback will be used to make changes if necessary.
- The evaluators will analyze the evaluation data found in iObservation for planning professional development and ensuring continuous improvement of the system and the overall leadership of the District.

- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]. District staff analyze the results of all leadership performance evaluations and use this data to inform district level professional learning, the district’s strategic plan initiatives, and the school improvement plan development process.
Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:
- ☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:
- ☐ The percentage of the evaluation system that is based on the instructional leadership criterion.
- ☐ At least one-third of the evaluation is based on instructional leadership.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:
- ☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district’s evaluation contains indicators based upon each of the Principal Leadership Standards.
For all school administrators:

☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

**Other Indicators of Performance**

The district has provided and meets the following criteria:

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

**Summative Evaluation Score**

The district has provided and meets the following criteria:

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

**Additional Requirements**

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

☐ Processes for providing timely feedback to the individual being evaluated.
☐ Description of how results from the evaluation system will be used for professional development.
☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
☐ All school administrators must be evaluated at least once a year.
For school administrators:

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

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

☐ Description of manner of inclusion of parental input.

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

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

**District Evaluation Procedures**

The district has provided and meets the following criteria:

☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract.
  ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  ➢ That the evaluator must discuss the written evaluation report with the employee.
  ➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

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

**District Self-Monitoring**

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

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

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

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

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

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