2014

SARASOTA COUNTY SCHOOLS
DISTRICT LEADER EVALUATION SYSTEM
Rubrics, Evaluation Forms, and Procedures
for Leadership Practice
Effective July 1, 2014

A Comprehensive System for Professional Development and
Annual Evaluation of District Administrators.

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About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?
To accomplish the purpose defined in law, a district evaluation system for district administrators must:
1. Be focused on district leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:
- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida District Leadership Standards – a State Board of Education rule that sets expectations for district performance.

A New Approach to Evaluation: This evaluation system is designed to support these processes:
- ➢ **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- ➢ **Feedback** from the evaluator and others on what needs improvement.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

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

- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.

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

Things to know:

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

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

   a. The rubrics – how to distinguish proficiency levels.

   b. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, actionable, and timely feedback processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system

   a. Evidence gathering: What sources are to be used?

   b. Timeframes, record keeping

   c. Scoring rules

6. Student growth measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

8. Additional metrics: Training on any additional metrics used to supplement the practice portion of the evaluation.

Sarasota District-Level Administrator Evaluation Plan

Please see these documents which follow or are attached:

- Sarasota County School Board district level administrative evaluation form
- District Leadership Standards
- District Level Administrator Evaluation System "Guide for Internal Review" (attached)

On the attached District Level Administrator Evaluation System "Guide for Internal Review," you will find that we have matched each Core Practice with our District Leadership Standards.

The following district level administrators will have 50% of their evaluations tied to district-wide Student Growth Measures:

> Superintendent
> Chief Financial Officer
> Chief Operating Officer
> Deputy Chief Financial Officer
> Executive Director of Human Resources & Labor Relations
> Executive Director of Pupil Support
> Executive Director of Integrated Instructional Services
> Executive Director of High School Education
> Executive Director of Middle School Education
> Executive Director of Elementary Education
> Director of Curriculum
> Director of Research and Assessment
> Director of Professional Development

The following Executive Directors will have their 50% of Student achievement tied to their specific levels:
> Executive Director of High School Education
> Executive Director of Middle School Education
> Executive Director of Elementary Education

Student Growth Measure:

Each district administrator noted above will be assigned the District Student Growth Measure Rating received from the Florida Department of Education for either the area over which they exert control (e.g., Exec. Dir. of Elementary Education will be assessed using measures from all elementary schools) or the district as a whole, if they serve the whole district. This rating will be weighted 50% of the total evaluation if three years of data are available. The Sarasota District Leader Assessment will comprise the other 50%.

The percentages will be modified to a 40% weight on the Student Growth and a 60% weight on the District Assessment if less than three years of data are available.

DISTRICT LEADERSHIP STANDARDS

THE SCHOOL BOARD OF SARASOTA COUNTY
District Administrator Appraisal System

		Unsatisfactory	Developing	Proficient	Not Applicable
Name					
Position					
Department					
Supervisor					
School Year					
Standard 1: Leadership in Assigned Area of Responsibility					
• Promotes a positive work culture		☐	☐	☐	☐
• Demonstrates knowledge and applies best practices in assigned area(s) of responsibility		☐	☐	☐	☐
• Inspires confidence, trust, and generates commitment to the vision and mission		☐	☐	☐	☐
Standard 2: Managing the Work Environment in Assigned Area of Responsibility					
• Manages the organization, operations, facilities, and resources in ways that maximize the use of resources		☐	☐	☐	☐
• Promotes a safe, efficient, legal, and effective working environment		☐	☐	☐	☐
Standard 3: Productivity/Accountability					
• Productively and efficiently manages volume of work assigned to area		☐	☐	☐	☐
• Builds individual accountability so staff feels ownership and alignment with the vision and goals of the school district		☐	☐	☐	☐
• Uses a variety of benchmarks and feedback measures to ensure accountability for all direct reports		☐	☐	☐	☐
Standard 4: Communication					
• Actively listens and expresses ideas clearly orally, in writing, and in multi-media presentations for a variety of audiences		☐	☐	☐	☐
• Provides opportunities for two-way communication with internal and external customers (students, staff, parents and community members)		☐	☐	☐	☐
Standard 5: Decision Making Strategies					
• Plans effectively, using critical thinking and problem solving techniques		☐	☐	☐	☐
• Collects and analyzes data as the basis for decisions to support continuous improvement		☐	☐	☐	☐
Standard 6: Technology					
• Researches and evaluates technological enhancements applicable to assigned areas		☐	☐	☐	☐
• Uses and promotes technology and electronic tools in assigned areas of responsibility		☐	☐	☐	☐
Standard 7: Human Resource Development					
• Recruits, selects, and retains effective personnel		☐	☐	☐	☐
• Monitors and coaches employee performance and takes action as needed		☐	☐	☐	☐
• Designs and implements comprehensive professional growth plans for him/herself and all direct reports		☐	☐	☐	☐
Standard 8: Ethical Leadership					
• Acts with integrity, fairness and honesty in an ethical manner		☐	☐	☐	☐
Standard 9: Change					
• Systematically considers more effective ways of doing things		☐	☐	☐	☐
• Is reflective and resilient in the role of a change agent		☐	☐	☐	☐
• Leads the change process based upon situational awareness and pacing of various change initiatives		☐	☐	☐	☐
Standard 10: Vision					
• Has a vision for the assigned area of responsibility that is aligned with and supports the District's vision		☐	☐	☐	☐
• Has the knowledge, skills and dispositions to develop, articulate, and implement a shared vision		☐	☐	☐	☐
Standard 11: Community and Stakeholder Partnerships					
• Collaborates with and mobilizes internal and external stakeholders as appropriate		☐	☐	☐	☐
• Creates and maintains a culture of quality service within the larger organization		☐	☐	☐	☐
Standard 12: Diversity					
• Understands and promotes a culture of inclusivity and acceptance of everyone		☐	☐	☐	☐

Supervisor's Signature:	Date:	District Administrator's Signature:	Date:

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STANDARD 1 – LEADERSHIP IN ASSIGNED AREA OF RESPONSIBILITY

High Performing Leaders promote a positive work culture, demonstrate knowledge and apply best practices in assigned areas of responsibility, and inspire confidence, trust, and generate commitment to the vision and mission of the District.

Indicator	Unsatisfactory	Developing	Proficient
Promotes a Positive Work Culture	Leader does not address indicators of a negative work culture (i.e. we prefer to work by ourselves, we must protect our territory, we focus on activity instead of results, we do not connect our work to student learning), nor is there evidence of attempts to create a positive work culture.	Leader and staff occasionally meet with a focused agenda to collaboratively address department issues and improvement. There is some evidence of tangible efforts to recognize staff and convey that they are valued.	Leader models positive relationships with staff and customers, and is highly visible with a warm, inviting office. Leader engages staff during meetings and sets a positive tone in the workplace. Staff, direct reports, and leader work collaboratively. Leader personally relates to staff with rounding, thank you notes, and phone calls. Leader plays a central role in promoting a climate of respect and support for everyone. The leader recognizes and celebrates the contributions of staff.
Demonstrates Knowledge and Applies Best Practices in Assigned Areas of Responsibility.	Leader is unable to explain the rationale or interrelatedness behind major department initiatives. Leader does not keep abreast of current trends in assigned area and does not participate in professional development opportunities to enhance his/her own knowledge.	On occasion, leader makes decisions to purchase and/or implement programs without fully determining the alignment with the mission and department goals. Leader acknowledges needed growth in knowledge of job responsibilities. There is a need for the leader to increase knowledge of assigned areas of responsibility through the completion of a professional development plan.	Leader participates in the planning and/or implementation of professional development opportunities for him/herself and staff. Leader recognizes exemplary performance of staff. Leader is actively involved with staff in identifying and implementing ideas for continuous improvement. Leader demonstrates a high priority for activities focused on the support and monitoring of excellence in assigned areas. Leader routinely talks to customers about what is working and what is not. Leader takes initiative to address problem areas.
Inspires confidence, trust and generates commitment to the vision and mission.	Leader is not trusted by his/her staff and/or customers. Leader's actions do not align to the District's vision and mission. Leader does not inspire staff to accomplish the department objectives and there is little or no evidence of commitment of staff to department objectives.	Leader sets expectations for subordinates without consistently communicating how the expectations relate to the department's objectives. Leader understands the District's vision/mission, and is able to communicate it to staff with some coaching from supervisor. Leader is moving toward the development of trust and confidence of staff.	Leader has earned the trust and confidence of staff and customers. Leader conveys clear expectations and inspires staff to achieve results that support the District's vision and goals. Leader actively addresses performance issues that impact department productivity. Leader gives attention and support to employees as they develop. Leader models commitment to vision and mission so that others are motivated to do the same.

STANDARD 2 – MANAGING THE WORK ENVIRONMENT IN ASSIGNED AREA OF RESPONSIBILITY

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources and promote a safe, efficient, legal, and effective work environment.

Indicator	Unsatisfactory	Developing	Proficient
Manages the Organization, Operations, Facilities and Resources in Ways that Maximize the Use of Resources	The daily work schedule does not demonstrate appropriate utilization of resources. Staffing decisions are not responsive to identifiable department productivity needs. Staff generally perceives that the allocation of fiscal, human and material resources is neither fair nor equitable. Programs lack adequate materials. The budget is developed without an efficient budget planning process.	The leader directs staff regarding the scheduling of work schedules, the allocation of fiscal, human, and material resources, and the development of the budget and related staffing. The leader addresses problems related to these functions as they become apparent but does not develop adequate systems that prevent the recurrence of the problems.	Leader ensures that staff has the necessary materials, equipment and opportunities for development; fairly allocates fiscal, human, and material resources and develops an efficient budget planning process that provides for the input of staff and other stakeholders. Leader solicits ideas from staff to improve utilization of all resources.
Promotes a Safe, Efficient, Legal and Effective Work Environment	Leader does not develop and administer policies, rules, and routines to provide a safe work environment; does not ensure that workplace is in compliance with state mandates; takes an adversarial approach to managing contractual agreements; and does not apply legal principles to promote workplace equity.	Leader has developed some rules, procedures and routines to ensure a safe environment; however, the leader does not consistently reinforce and monitor these rules and procedures. The leader's management and application of contractual agreements, legal requirements, and/or equity issues demonstrates the need for further understanding.	Leader establishes and enforces clear rules, procedures, and routines; ensures the workplace is a safe environment and in compliance with state and federal mandates. Leader actively monitors key indicators of a safe environment and develops procedures and practices to address concerns as they become evident. The leader empowers all staff to proactively address issues of workplace safety. The leader effectively manages contractual agreements and addresses potential problems. The leader understands how to apply legal principles to promote workplace equity.

STANDARD 3 – PRODUCTIVITY/ACCOUNTABILITY

High Performing Leaders productively and efficiently manage the volume of work assigned to the area, build individual accountability so staff feels ownership and alignment with the vision and goals of the school district, and use a variety of benchmarks and feedback measures to ensure accountability for all stakeholders.

Indicator	Unsatisfactory	Developing	Proficient
Productively and Efficiently Manages Volume of Work Assigned to Area	The leader is unable to articulate relevant department data/measures of work volume, is not actively engaged in a plan to involve all staff in department productivity, and makes little or no effort to monitor or evaluate workplace productivity. The leader is not visible in the department; and/or has little contact with staff and customers.	There is evidence that the leader can articulate the effectiveness of the relevant department data/measures of work volume, but the data is not always fully integrated into the decision making process. The leader is visible in the department and has some contact with staff and customers.	A monitoring plan is constructed that supports using data from multiple sources in order to evaluate the effectiveness of organizational operations. The leader shares the information with all staff and facilitates adjustments in work processes as necessary. The leader is highly visible and has frequent interactions with staff, collecting data related to productivity and work volume.
Builds Individual Accountability so Staff Feels Ownership and Alignment with the Vision and Goals of the School District	The leader cannot delineate systems to assess department needs and the impact on productivity/ work volume. The leader is unaware of how to build individual accountability or staff ownership/ alignment with department goals.	The leader occasionally promotes or supports the direct connection between individual accountability and work productivity. There is some evidence that the leader uses coaching to identify and address productivity concerns.	The leader systematically aligns individual and collective productivity to meet the goals of the department. The leader effectively builds staff commitment to department goals and the District's vision. The leader meets frequently with staff and customers to analyze productivity/ work volume and the impact on goal achievement.
Uses a Variety of Benchmarks and Feedback Measures to Ensure Accountability for All Direct Reports	The leader does not provide constructive feedback regarding individual performance of staff and generally does not use supervisory and coaching models to establish individual accountability.	The leader sets clear expectations for employees. Supervisory models tend to be focused on deficiency areas of some staff members with little attention to improving satisfactory performance.	The leader promotes and participates in multiple strategies with staff that set clear expectations and provides periodic feedback on progress toward those outcomes. Appropriate supervisory and coaching models are used to improve performance. Staff is engaged in professional development. The leader promotes a culture of individual accountability with recognition of specific contributions so staff feels ownership of the department's vision and goals.

STANDARD 4 - COMMUNICATION
High Performing Leaders actively listen and express ideas clearly orally, in writing, and in multi-media presentations for a variety of audiences and provide opportunities for two-way communication with internal and external customers (students, staff, parents, and community members).

Indicator	Unsatisfactory	Developing	Proficient
Actively Listens and Expresses Ideas Clearly Orally, in Writing, and in Multi-Media Presentations for a Variety of Audiences	There is a lack of focus and clarity in verbal and written communication. There may be errors of grammar and/or conventions.	Writing and verbal skills show a central idea or focus with relevant supporting information. There is evidence of inconsistent adaptability to the intended audience and efforts to solicit feedback.	Leader possesses verbal and written skills to communicate with clarity, conciseness and appropriateness to multiple audiences. Leader effectively uses a variety of visuals to enhance the delivery of the message. Multi-media presentations use a variety of elements that are purposefully selected to enhance the impact.
Provides Opportunities for two-way Communication with Internal and External Customers (Students, Staff, Parents, and Community Members)	Little or no evidence of interaction with internal/external customers for the purpose of feedback, decision-making, or positive relationship building. Leader is frequently unavailable for concerns and/or questions.	Internal and external customers receive a respectful hearing when they initiate a conversation with the leader. Limited time and/or willingness for open discussion are afforded to internal and external customers.	The leader conducts frequent interactions with internal and external customers including personal visits and calls, and the use of technology where appropriate. Staff meetings include open, two-way discussions between schools, departments and other stakeholders. The leader engages in active listening with internal and external customers and uses reflective questioning strategies to seek feedback.

STANDARD 5 – DECISION-MAKING STRATEGIES

High Performing Leaders plan effectively, using critical thinking and problem solving techniques, and collect and analyze data as the basis for decisions to support continuous improvement.

Indicator	Unsatisfactory	Developing	Proficient
Plans Effectively, Using Critical Thinking and Problem Solving Techniques	Ineffective planning procedures are employed by the leader such as planning done in isolation, reactive rather than proactive, delegating tasks without clear outcomes. The lack of effective planning techniques may lead to decisions and actions with unintended consequences.	The leader varies in the application of effective planning techniques which may result in decisions and actions that are perceived as arbitrary, reactive or less than positive. The leader is sometimes late in meeting required deadlines.	The leader demonstrates strategic planning using effective group-process and consensus-building skills. The leader clarifies the decision-making method for major decisions and shares decisions with staff, using data to the greatest extent possible to support those decisions. The leader provides time for problem solving and promotes the development of collaborative skills with staff.
Collects and Analyzes Data as the Basis for Decisions to Support Continuous Improvement	Important work volume/productivity data is not collected on a routine basis. Decisions impacting productivity do not appear to be related to department goals.	Some decisions related to continuous improvement are based on work volume and productivity data, but many decisions are the result of personal preference, tradition or the opinions of others. The leaders is aware of district and department results and has discussed those results with staff, but has not linked specific decisions to the data.	The leader can specifically document examples of decisions to support continuous improvement that have been made on the basis of data analysis. The leader engages all staff in the analysis of data and facilitates the identification of priority needs and the continuous refinement of improvement efforts based on the data. There is clear evidence of the use of data in making leadership decisions.

STANDARD 6 – TECHNOLOGY

High Performing Leaders research and evaluate technology enhancements applicable to assigned area, use and promote technology and electronic tools in assigned areas of responsibility.

Indicator	Unsatisfactory	Developing	Proficient
Researches and Evaluates Technology Enhancements Applicable to Assigned Areas.	The leader does not use new/enhanced technology to assist in the management of the department. The leader relies on others to use technology tools. Most communication in the department is handled through paper.	The leader is able to use technology tools to manipulate and analyze data and conduct targeted searches for information. The leader uses email, electronic phone messaging and some presentation software to communicate to internal and external customers.	The leader uses technology tools to access, collect and analyze data, interpret results, and communicate findings. Department productivity and efficiency are enhanced as a result of technology. In addition, the leader actively sets expectations with staff that technology tools be used. The leader uses technology tools (i.e., email, presentation software, electronic phone messaging) to communicate with internal and external customers.
Uses and Promotes Technology and Electronic Tools in Assigned Areas of Responsibility	The leader does not integrate the use of technological tools to achieve the department mission.	The leader is knowledgeable in the operational use of technological resources and tools in the department with limited focus on productivity impacts. The leader is aware of how staff is using technology to achieve the department mission.	The leader actively plans for, monitors, and supports the use of technological resources and tools throughout the department to enhance productivity and efficiency. The leader models the use of technology for staff. The leader actively seeks technology resources and tools to enhance productivity/ efficiency and collaborates with others to evaluate effectiveness of the technology.

STANDARD 7 - HUMAN RESOURCE DEVELOPMENT

High Performing Leaders recruit, select, and retain effective personnel, monitor and coach employee performance and take action as needed. High Performing Leaders design and implement comprehensive professional growth plans for themselves and staff and/or school based administrators and teachers.

Indicator	Unsatisfactory	Developin	Proficient
Recruits, Selects, and Retains Effective Personnel	The leader elects to have little or no involvement in the selection and retention of staff. Selection and hiring practices may violate district procedures. If there are higher than normal levels of resignations and/or voluntary transfers, no effort is made to analyze the situation.	The leader identifies staffing needs through the staffing process and implements selection/hiring practices. The orientation of new staff provides basic information and there is occasional follow-up with new staff.	The leader proactively participates in the identification of staffing needs and facilitates the plan to recruit/select staff and or school board administrators and teachers using district procedures. Staff orientation is embedded in the specific department culture, is linked to district procedures, and sets an expectation for the staff member's success. The leader supports the orientation of new staff and develops a personalized plan to support each new employee throughout the year. The leader systematically collects information about staff members that supports a personalized approach to the creation of a positive work environment.
Monitors and Coaches Employee Performance and Takes Action as Needed	There is little evidence of mentorship or other partnership programs designed to improve individual performance.	The leader demonstrates support for mentor programs that may result in varied levels of effectiveness. Reactionary employee coaching is evident.	The leader demonstrates deliberate support for mentor programs and employee orientation processes for department hires The leader provides opportunities for staff to seek successful practices from other employees and departments. The leader proactively coaches employees for successful outcomes.
Designs and Implements Comprehensive Professional Growth Plans for Him/Herself and all Direct Reports	The leader does not promote a learning environment, and there is little evidence that professional development is occurring. The leader does not routinely participate in staff development activities.	The leader works with staff to create opportunities for participation in development experiences following district requirements. Input is collected from staff and consideration is given to staff feedback in the development of the professional development plans.	The leader ensures that all staff is afforded opportunities for differentiated professional development and growth in their area of job responsibility. The leader collaborates with staff to create varied opportunities for internal growth. The leader actively participates in staff development. The leader coaches employees on advancement opportunities and position requirements.

STANDARD 8 – ETHICAL LEADERSHIP

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Indicator	Unsatisfactory	Developing	Proficient
Acts with Integrity, Fairness and Honesty in an Ethical Manner	There is evidence that the leader has taken actions that call to question the commonly accepted tenets of integrity, fairness and/or honesty.	The leader acts in a manner consistent with stated values and beliefs related to integrity, fairness and honesty. The leader is aware of how his/her actions may be perceived by others.	The leader serves as a role model by taking responsibility for department operations and considering the impact of his/her actions on others. The leader treats all people fairly, equitably, and with dignity and respect, and using the influence of his/her position to enhance the District's reputation. The leader acknowledges decision making challenges that raise issues of fairness and equity and seeks input from others before making a final decision.

STANDARD 9 – CHANGE

High Performing Leaders systematically consider more effective ways of doing things, are reflective and resilient in the role of change agent, and lead the change process based upon situational awareness and pacing of various change initiatives.

Indicator	Unsatisfactory	Developing	Proficient
Systematically Considers More Effective Ways of Doing Things	The leader is unable/ unwilling to articulate the impact of change within or outside the organization. The leader is not always open to consider more effective ways of doing things.	Leader considers more effective ways of doing things but may not fully understand the impact the change will have or how to implement the change.	Leader effectively and systematically implements continuous improvements in the department and is able to facilitate the change that results in successful outcomes.
Is Reflective and Resilient in the Role of *Change Agent*	The leader demonstrates a lack of perseverance and is generally unwilling to continue when occasional setbacks occur.	The leader seeks opportunities to reflect with colleagues and staff. The leader may change a course of action when confronted with a setback or obstacle. The leader strives to develop an accurate understanding of how he/she is viewed by others and the impact this perception has relative to change initiatives.	The leader consistently seeks feedback from others, demonstrating a willingness to improve. The leader is aware of how he/she is perceived by others in the role of change agent. The leader exhibits a resilience to persevere and overcome setbacks.
Leads the Change Process Based Upon Situational Awareness and Pacing of Various Change Initiatives	The leader demonstrates a reluctance to challenge the status quo and relies on the explanation of "that's the way we have always done it". When change is required because of state or district requirements, the leader portrays the changes negatively with a focus on blaming outside groups. Actions by the leader related to change initiatives are reactive and fragmented in nature.	The leader addresses change and demonstrates an awareness of situational factors and the pace that individuals can accommodate new ways of working. There is evidence of a plan or strategy to affect the required change.	The leader systematically considers more effective and efficient ways of doing things. Processes that support the pace of change implementation and internal/ external feedback are clearly evident. The leader recognizes the interconnectedness of all dimensions of department operations and the fact that changes in one dimension will influence all others.

STANDARD 10 – VISION

High Performing Leaders have a vision for the assigned area of responsibility that is aligned with and supports the District's vision and have the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision.

Indicator	Unsatisfactory	Developing	Proficient
Has a Vision for the Assigned Area of Responsibility that is Aligned with and Supports the District's Vision.	The leader has not facilitated the development and communication of ideals that direct the work of the department. The leader is unaware of or disconnected from the District's vision, mission and strategic priorities.	The leader communicates relevant visions to stakeholders. The leader's decisions are linked to the vision, mission and priorities of the District.	The leader deliberately aligns relevant visions to the vision and goals of the department. The leader's decisions are consistent with and support the vision, mission, and strategic priorities of the District.
Has the Knowledge, Skills, and Dispositions to Develop, Articulate, and Implement a Shared Vision	The leader does not communicate a compelling purpose for the department. There is little or no alignment between the District's stated priorities and the direction of the department. There is little or no sense of ownership and active engagement in addressing department goals.	There is evidence of a cohesive staff in taking ownership of the department's goals and improvement efforts. There are links between department and district goals. The leader shares a personal commitment to internal and external customers.	The leader creates a vision that becomes the reality for the department and demonstrates his/her personal commitment to the vision. Every staff member understands his/her role in achieving the vision. The leader secures commitment from the staff in support of department's goals.

STANDARD 11 – COMMUNITY AND STAKEHOLDER PARTNERSHIPS

High Performing Leaders collaborate with and mobilize internal and external stakeholders as appropriate and create and maintain a culture of quality service within the larger organization.

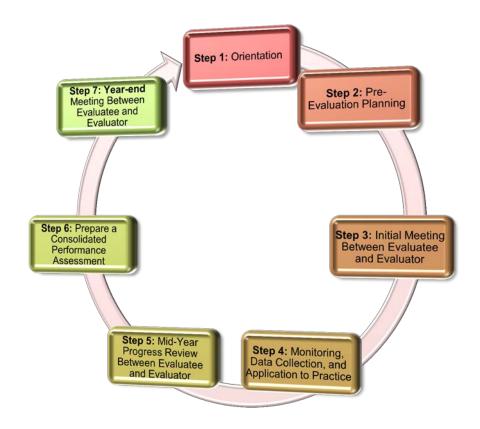| Indicator	Unsatisfactory	Developing	Proficient
Collaborates with and Mobilizes Internal and External Stakeholders as appropriate	The leader fails to involve stakeholders in decisions affecting the department. There is little or no evidence of structures in place for stakeholders to offer input in department operations. The leader ignores or responds ineffectively to diverse community interests and needs.	The leader develops a plan to interact with stakeholders to ensure success of department operations. There are structures in place for stakeholders to offer input and feedback in department operations. The leader responds to diverse community interests and needs.	The leader collaborates with key stakeholders in the planning, development, and implementation of activities which affect the department. There are effective structures in place that are routinely utilized by stakeholders to offer input and feedback in department operations. The leader is responsive to this feedback. The leader establishes partnerships with others that support the accomplishment of department goals.
Creates and Maintains a Culture of Quality Service Within the Larger Organization	The leader ignores or poorly handles policy decisions from superiors. The leader ignores or is apathetic to feedback from internal and external stakeholders.	The leader keeps his/her superior aware of significant issues, challenges, and accomplishments to influence quality service. The leader demonstrates the ability to bring together resources to positively impact department operations. The leader is open to customer service feedback.	The leader and all staff members are aligned with the customer service vision for organizational excellence. The leader systematically measures customer service and holds staff accountable to those measures. The leader responds to feedback utilizing an aggressive service recovery system.

STANDARD 12 – DIVERSITY

High Performing Leaders understand and promote a culture of inclusivity and acceptance of everyone.

Indicator	Unsatisfactory	Developing	Proficient
Understands and Promotes a Culture of Inclusivity and Acceptance of Everyone	The leader fails to enforce the district's policies prohibiting discrimination and harassment. The workplace culture does not demonstrate inclusivity and acceptance.	The leader sets expectations to ensure the district's policies on discrimination and harassment are in place and enforced equitably among all participants in the department. The workplace culture reflects inclusivity and acceptance.	The leader attracts, develops and retains a diverse workforce by creating a culture and climate of respect and inclusion. The leader promotes multicultural awareness, gender sensitivity, and racial and ethnic inclusiveness through modeling and focused professional development for all staff. There is participation by and acceptance of everyone in the workplace.

The Sarasota District Leader Assessment

The Sarasota District Leader Assessment (SDLA) processes listed below provide:

➢ **Guides to self-reflection** on what's important to success as a district leader

➢ **Criteria for making judgments** about proficiency that are consistent among raters

➢ **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency

➢ **Summative evaluations** of proficiency and determination of performance levels

The seven steps of the SDLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a district leader. 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 should occur. The orientation step should include:

- District provided orientation and training on the Florida District Leadership Standards (FDLS), Student Success Act, applicable State Board of Education rules, Race ToThe Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FDLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FDLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:
- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include 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 leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:
- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Standards and Indicators 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 and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via teleconference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)

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

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, 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 <u>specific and actionable feedback</u>, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via SDLA 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 leader participates may provide specific and actionable feedback for proficiency improvement.

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- The leader is prepared to provide a general overview of actions/processes that apply to all of the standards and indicators areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - o If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  - o The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
  - o The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting an Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *The District Administrator Appraisal System 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 Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.
- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using SDLA weights, to calculate a SDLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the SDLA score and Student Growth Measures.
- The SDLA score is explained.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Final Summative Evaluation

Rubrics and Weighting Scales / Scores

The Sarasota County Race to the top District Leader Evaluation Committee was established to work on the revised evaluation system. This committee is comprised of district based administrators. The Committee was involved in the evaluation design and provided key input into setting the point ranges for each of the rating categories. The Sarasota County Race to the top District Leader evaluation Committee and the Technical Advisory Statistical Workgroups have worked collaboratively to create the most appropriate combined metrics and scales to ensure accuracy, facilitate transparency, and ultimately aid understanding for district leaders. This latter criterion is essential so administrators can use assessment results for self-improvement through targeted, professional development which will ultimately improve student performance.

As mentioned previously in the document, evaluators will use the Sarasota District Leader Assessment to evaluate district based administrators at the end of the school year. This form will be digitized and all results will be saved in a newly designed SQL database. The Florida School District Assessment has been weighted on a 100 point scale and is comprised of 12 Standards:

1. LEADERSHIP IN ASSIGNED AREA OF RESPONSIBILITY
2. MANAGING THE WORK ENVIRONMENT IN ASSIGNED AREA OF RESPONSBILITY
3. PRODUCTIVITY / ACCOUNTABILITY
4. COMMUNICATION
5. DECISION-MAKING STRATEGIES
6. TECHNOLOGY
7. HUMAN RESOURCE DEVELOPMENT
8. ETHICAL LEADERSHIP
9. CHANGE
10. VISION
11. COMMUNITY AND STAKEHOLDER PARTNERSHIPS
12. DIVERSITY

The final Sarasota District Leader Assessment score will be computed and transformed to a three point concordant score (0.0 – 3.0) so it is on the same point system as the student growth component. The Sarasota District Leader Assessment score and the student performance growth measure will be combined, each contributing 50%, to produce an evaluation score for each administrator for those with three years of data. (Weighting may change to 60% - 40% as described earlier for those with less than three years of data.)

Process and Calculation to Assign the Final Rating

Once data is harvested, data from Sarasota District Leader Assessment will be stored in an SQL database. Student Growth Measures (SGM) values will be gathered from the FDOE and other growth scores will be analyzed and collected. In order to pair the SGM scores to the SDLA scores, each will have to be transformed to a common metric. The common metric identified will be a three point concordant scale of 0.0 to 3.0 with incremental points of 0.1. These will be stored in a common database. After this transformation to concordant scores, the SDLA and the student growth scores will be weighted according to each administrator's unique history (1, 2, 3 years). After this transformation, the scores will be aggregated. This final District Leader Evaluation Score, which is also set on the scale of 0.0 to 3.0, is then associated with the appropriate labels of Proficient, Developing and Unsatisfactory. A digital report with supporting documents will be prepared and made available to each administrator. The evaluator will meet with administrators to explain the final ratings and calculation.

FINAL EVALUTION RATING FORM: Annual Performance Level
This form is used to calculate a Summative Evaluation Rating

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

    A. Leadership Practice Score: _____

    B. Student Growth Measure Score (if appropriate): _____

C. Final Evaluation Score: _____
Final Evaluation is:

( ) Proficient   ( ) Developing   ( ) Unsatisfactory

District Leader's Signature:
_____

Date: _____

Evaluator's Signature:
_____

Date: _____