



**School District of Clay County  
School-Based Administrative Appraisal Instrument**

**Administrator** \_\_\_\_\_

Social Security # XXX – XX - \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Job Title \_\_\_\_\_

Evaluator \_\_\_\_\_

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**PRE-EVALUATION:**

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**POST-EVALUATION:**

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Florida School Leaders Assessment  
School District of Clay County  
2012/2013 Pre-Assessment and Pre-Conference Summary**

Shaded (Pink, Blue, Yellow) indicators are the 25 areas of focus for Year 1 (12-13)  
 Blue shaded are high yield indicators (have highest impact on improving student achievement)  
 Yellow shaded are the 3 district required high yield indicators of focus for 12-13  
 Leader will pick 2 additional high yield indicators of focus (1 will be the leaders Deliberate Practice)

**Domain 1 : Student Achievement**

**Highly Effective 3    Effective 2    Needs Improvement 1    Unsatisfactory 0**  
*Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

**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.**

	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 1.1 - Academic Standards					
Indicator 1.2 - Performance Data					
Indicator 1.3 - Planning and Goal Setting					
Indicator 1.4 - Student Achievement Results					
Pre-Evaluation PA #1: total per column					

**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.**

	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 2.1 - Learning Organization					
Indicator 2.2 - School Climate					
Indicator 2.3 - High Expectations					
Indicator 2.4 - Student Performance Focus					
Pre-Evaluation PA #2: total per column					

<b>Domain 1</b>	
<b>Pre - Evaluation Rating</b>	

**Florida School Leaders Assessment  
School District of Clay County  
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<b>Domain 2: Instructional Leadership</b>					
<b>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.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 3.1 - FEAPs</b>					
<b>Indicator 3.2- Standards based Instruction</b>					
<b>Indicator 3.3 - Learning Goals Alignments</b>					
<b>Indicator 3.4 - Curriculum Alignments</b>					
<b>Indicator 3.5 - Quality Assessments</b>					
<b>Indicator 3.6 - Faculty Effectiveness</b>					
<b>Pre-Evaluation PA #3: total per column</b>					

<b>Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 4.1 - Recruitment and Retention</b>					
<b>Indicator 4.2- Feedback Practices</b>					
<b>Indicator 4.3 - High effect size strategies</b>					
<b>Indicator 4.4 - Instructional Initiatives</b>					
<b>Indicator 4.5 - Facilitating &amp; Leading Prof. Learning</b>					
<b>Indicator 4.6 -Faculty Development Alignments</b>					
<b>Indicator 4.7 - Actual Improvement</b>					
<b>Pre-Evaluation PA #4: total per column</b>					

<b>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.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 5.1 - Student Centered</b>					
<b>Indicator 5.2 - Success Oriented</b>					
<b>Indicator 5.3- Diversity</b>					
<b>Indicator 5.4 - Achievement Gaps</b>					
<b>Pre-Evaluation PA #5: total per column</b>					

<b>Domain 2</b>					
<b>Pre - Evaluation Rating</b>					

**Florida School Leaders Assessment  
School District of Clay County  
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<b>Domain 3: Operational Leadership</b>					
<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 6.1- Prioritization Practices					
Indicator 6.2- Problem Solving					
Indicator 6.3 - Quality Control					
Indicator 6.4 - Distributive Leadership					
Indicator 6.5 - Technology Integration					
Pre-Evaluation PA #6: total per column					

<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 7.1- Leadership Team					
Indicator 7.2 - Delegation					
Indicator 7.3 - Succession Planning					
Indicator 7.4 - Relationships					
Pre-Evaluation PA #7: total per column					

<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 8.1 - Organizational Skills					
Indicator 8.2- Strategic Instructional Resourcing					
Indicator 8.3 - Collegial Learning Resources					
Pre-Evaluation PA #8: total per column					

**Florida School Leaders Assessment  
School District of Clay County  
2012/2013 Pre-Assessment and Pre-Conference Summary**

<b>Domain 3: Operational Leadership Continued</b>					
<b>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.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 9.1-- Constructive Conversations</b>					
<b>Indicator 9.2 - Clear Goals and Expectations</b>					
<b>Indicator 9.3 - Accessibility</b>					
<b>Indicator 9.4 - Recognitions</b>					
<b>Pre-Evaluation PA #9: total per column</b>	0	0	0	0	

<b>Domain 3</b>	
<b>Pre - Evaluation Rating</b>	

<b>Domain 4: Professional and Ethical Behavior</b>					
<b>Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 10.1 - Resiliency</b>					
<b>Indicator 10.2 - Professional Learning</b>					
<b>Indicator 10.3 - Commitment</b>					
<b>Indicator 10.4 - Professional Conduct</b>					
<b>Pre-Evaluation PA #10: total per column</b>					

<b>Domain 4</b>	
<b>Pre - Evaluation Rating</b>	

Florida School Leaders Assessment  
 School District of Clay County  
 2012/2013 Pre-Assessment and Pre-Conference Summary

**Component 2 - Student Achievement**

Component 2 - Student Achievement					
<b>Highly Effective 3    Effective 2    Needs Improvement 1    Unsatisfactory 0</b> <i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator,</i>					
<b>Proficiency Area 1 - Administrator uses school and district data and related goals from the school/district improvement process to set his or her personal annual leadership development goals. Data shall include school or district accountability data, state assessment data and other appropriate assessment data.</b>					
<b>Proficiency Area 2 - Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.</b>					
<b>Proficiency Area 3 - Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement. Where available, the school's VAM score will be used as the measure of student growth.</b>					
<b>Proficiency Area 4 - Administrator reflects on goal-setting process and data outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 1.1 - Data Analysis</b>					
<b>Indicator 1.2 - School Improvement Planning</b>					
<b>Indicator 1.3 - Evidence of Student Growth</b>					
<b>Indicator 1.4 -Continuous Improvement</b>					
<b>Pre-Evaluation Comp 2: total per column</b>					

<b>Component 2</b>	
<b>Pre - Evaluation Rating</b>	

**Florida School Leaders Assessment**  
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**2012/2013 Pre-Assessment and Conference Summary Score Sheet**

<b>Highly Effective 3</b>	<b>Effective 2</b>	<b>Needs Improvement 1</b>	<b>Unsatisfactory 0</b>
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Domain 1 : Student Achievement				
Proficiency Area 1 (3 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (3 HE) OR (2 HE + 1 E) None less than E			/	/
E (2 E or higher and no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 1 Rating</b>				

Proficiency Area 2 (2 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 2 Rating</b>				

Domain 1: Student Achievement (Two Proficiency Areas)				
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 1 Rating				
Proficiency Area 2 Rating				
<b>Total</b>	0	0	0	0
HE (Both HE)			/	/
E (1 HE + 1 E) OR (2 E)				/
NI (1 HE/E + 1 NI/U) OR (2 NI)				
U (1 NI + 1 U) OR (Both U)				
<b>Domain 1 Pre - Evaluation Rating</b>				
				<b>Points</b>

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Domain 2 : Instructional Leadership				
Proficiency Area 3 (4 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (4 HE) OR (3 HE + 1 E) None less than E			/	/
E (3 E or higher and no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 3 Rating</b>				

Proficiency Area 4 (5 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (5 HE) OR (4 HE + 1 E) None less than E			/	/
E (at least 4 are E/HE and no more than 1 NI) No U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 4 Rating</b>				

Proficiency Area 5 (2 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 5 Rating</b>				

Domain 2: Instructional Leadership (Three Proficiency Areas)				
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 3 Rating				
Proficiency Area 4 Rating				
Proficiency Area 5 Rating				
Total	0	0	0	0
HE (3 HE) OR (2 HE + 1 E) None less than E			/	/
E (3 E) OR (2 E + 1 NI) OR (1 HE + 1 E + 1 NI)				/
NI (ANY 2 NI) OR (1 HE/E + 1 NI + 1 U)				
U (2 or more U)				
<b>Domain 2 Pre - Evaluation Rating</b>				
				<b>Points</b>



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<b>Domain 3 :Operational Leadership</b>				
<b>Proficiency Area 6 (2 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 6 Rating</b>				
<b>Proficiency Area 7 (2 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 7 Rating</b>				
<b>Proficiency Area 8 (2 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 8 Rating</b>				
<b>Proficiency Area 9 (1 Indicator)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Pre-Evaluation: total per column	0	0	0	0
HE (If Proficiency Area 10 rated HE)		/	/	/
E (If Proficiency Area 10 rated E)	/		/	/
NI (If Proficiency Area 10 rated NI)	/	/		/
U (If Proficiency Area 10 rated U)	/	/	/	
<b>Proficiency Area 9 Rating</b>				

<b>Domain 3: Operational Leadership (Four Proficiency Areas)</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Proficiency Area 6 Rating				
Proficiency Area 7 Rating				
Proficiency Area 8 Rating				
Proficiency Area 9 Rating				
<b>Total</b>	0	0	0	0
HE (4 HE) OR (3 HE + 1 E)			/	/
E (2 HE + 2 E) OR (4 E) OR (3 E + 1 NI or HE)				/
NI (2 E + 2 NI) (any 3 NI) (2 HE/E + 1 NI + 1 U)				
U (2 or more U)				
<b>Domain 3 Pre - Evaluation Rating</b>				

Florida School Leaders Assessment  
 School District of Clay County  
 2012/2013 Pre-Assessment and Conference Summary Score Sheet

Points				
<b>Domain 4 : Professional Behaviors</b>				
<b>Proficiency Area 10 (2 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Pre-Evaluation: total per column</b>				
<b>HE (2 HE) OR (1 HE + 1 E) None less than E</b>				
<b>E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U</b>				
<b>NI (criteria for E not met and no more than 1 U)</b>				
<b>U (if both are U)</b>				
<b>Proficiency Area 10 Rating</b>				

Domain 4: Professional Behaviors (One Proficiency Area)					
		<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Proficiency Area 10 Rating</b>					
<b>Total</b>		0	0	0	0
<b>HE (If Proficiency Area 10 rated HE)</b>					
<b>E (If Proficiency Area 10 rated E)</b>					
<b>NI (If Proficiency Area 10 rated NI)</b>					
<b>U (If Proficiency Area 10 rated U)</b>					
<b>Domain 4 Pre - Evaluation Rating</b>					
					<b>Points</b>

Domain Rating Chart - Component 1						
Domain	Rating	Points	Weight	Weighed Value	Convert to 100 Pt. Scale	Domain Score
<b>Domain 1 Student Achievement</b>			0.20	#VALUE!	100	#VALUE!
<b>Domain 2 Instructional Leadership</b>			0.40	#VALUE!	100	#VALUE!
<b>Domain 3 Organizational Leadership</b>			0.20	#VALUE!	100	#VALUE!
<b>Domain 4 Professional and Ethical Behavior</b>			0.20	#VALUE!	100	#VALUE!
<b>FSLA Score</b>						#VALUE!

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 160	Needs Improvement
0 to 74	Unsatisfactory

Florida School Leaders Assessment Rating	
Pre-Evaluation Points	
Post Evaluation Points	

**Florida School Leaders Assessment**  
**School District of Clay County**  
**2012/2013 Pre-Assessment and Conference Summary Score Sheet**

<b>Component 2 : Student Growth Measure</b>						
<b>Proficiency Area 3 (4 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>		
<b>Pre-Evaluation: total per column</b>	0	0	0	0		
<b>HE (4 HE) OR (3 HE + 1 E) None less than E</b>			/	/		
<b>E (3 E or higher and no more than 1 NI) None are U</b>				/		
<b>NI (criteria for E not met and no more than 1 U)</b>						
<b>U (if 2 or more are U)</b>						
<b>Proficiency Area 3 Rating</b>						
<b>Rating Chart - Component 2</b>						
<b>Component 2</b>	<b>Rating</b>	<b>Points</b>	<b>Weight</b>	<b>Weighed Value</b>	<b>Convert to 100 Pt. Scale</b>	<b>Domain Score</b>
<b>Student Growth Measure</b>			1.00	#VALUE!	100	#VALUE!
<b>SGM Score</b>						#VALUE!

<b>SGM SCORE</b>	<b>SGM Proficiency Rating</b>
<b>240 to 300</b>	<b>Highly Effective</b>
<b>151 to 239</b>	<b>Effective</b>
<b>75 to 160</b>	<b>Needs Improvement</b>
<b>0 to 74</b>	<b>Unsatisfactory</b>

<b>Student Growth Measure</b>	
Post-Evaluation Total SGM Score	
Post-Evaluation SGM Rating	

<b>Total Score</b>	<b>Proficiency Rating</b>
<b>480 - 600</b>	<b>Highly Effective</b>
<b>301 - 479</b>	<b>Effective</b>
<b>149 - 300</b>	<b>Needs Improvement</b>
<b>0 - 148</b>	<b>Unsatisfactory</b>

<b>Overall Performance Rating</b>	
Post Evaluation Score - FSLA	
Post Evaluation Score - SGM	
Total Points	0
Post Evaluation Rating	

**Florida School Leaders Assessment  
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2012/2013 Post Self-Assessment and Post-Conference Summary**

Shaded (Pink, Blue, Yellow) indicators are the 25 areas of focus for Year 1 (12-13)  
 Blue shaded are high yield indicators (have highest impact on improving student achievement)  
 Yellow shaded are the 3 district required high yield indicators of focus for 12-13  
 Leader will pick 2 additional high yield indicators of focus (1 will be the leaders Deliberate Practice)

**Domain 1 : Student Achievement**

**Highly Effective 3    Effective 2    Needs Improvement 1    Unsatisfactory 0**  
*Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

**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.**

	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 1.1 – Academic Standards					
Indicator 1.2 – Performance Data					
Indicator 1.3 – Planning and Goal Setting					
Indicator 1.4 - Student Achievement Results					
Pre-Evaluation PA #1: total per column					

**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.**

	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 2.1 - Learning Organization					
Indicator 2.2 - School Climate					
Indicator 2.3 - High Expectations					
Indicator 2.4 - Student Performance Focus					
Pre-Evaluation PA #2: total per column					

<b>Domain 1</b>	
<b>Pre - Evaluation Rating</b>	

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<b>Domain 2: Instructional Leadership</b>					
<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 3.1 - FEAPs					
Indicator 3.2- Standards based Instruction					
Indicator 3.3 - Learning Goals Alignments					
Indicator 3.4 - Curriculum Alignments					
Indicator 3.5 - Quality Assessments					
Indicator 3.6 - Faculty Effectiveness					
Pre-Evaluation PA #3: total per column					

<b>Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 4.1 - Recruitment and Retention					
Indicator 4.2- Feedback Practices					
Indicator 4.3 - High effect size strategies					
Indicator 4.4 - Instructional Initiatives					
Indicator 4.5 - Facilitating & Leading Prof. Learning					
Indicator 4.6 -Faculty Development Alignments					
Indicator 4.7 - Actual Improvement					
Pre-Evaluation PA #4: total per column					

<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 5.1 - Student Centered					
Indicator 5.2 - Success Oriented					
Indicator 5.3- Diversity					
Indicator 5.4 - Achievement Gaps					
Pre-Evaluation PA #5: total per column					

<b>Domain 2</b>					
<b>Pre - Evaluation Rating</b>					

**Florida School Leaders Assessment  
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<b>Domain 3: Operational Leadership</b>					
<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 6.1- Prioritization Practices					
Indicator 6.2- Problem Solving					
Indicator 6.3 - Quality Control					
Indicator 6.4 - Distributive Leadership					
Indicator 6.5 - Technology Integration					
<b>Pre-Evaluation PA #6: total per column</b>					

<b>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.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 7.1- Leadership Team					
Indicator 7.2 - Delegation					
Indicator 7.3 - Succession Planning					
Indicator 7.4 - Relationships					
<b>Pre-Evaluation PA #7: total per column</b>					

<b>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.</b>					
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Indicator 8.1 - Organizational Skills					
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<b>Pre-Evaluation PA #8: total per column</b>					

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<b>Domain 3: Operational Leadership Continued</b>					
<b>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.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 9.1-- Constructive Conversations</b>					
<b>Indicator 9.2 - Clear Goals and Expectations</b>					
<b>Indicator 9.3 - Accessibility</b>					
<b>Indicator 9.4 - Recognitions</b>					
<b>Pre-Evaluation PA #9: total per column</b>	0	0	0	0	

<b>Domain 3</b>	
<b>Pre - Evaluation Rating</b>	

<b>Domain 4: Professional and Ethical Behavior</b>					
<b>Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</b>					
	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Indicator 10.1 - Resiliency</b>					
<b>Indicator 10.2 - Professional Learning</b>					
<b>Indicator 10.3 - Commitment</b>					
<b>Indicator 10.4 - Professional Conduct</b>					
<b>Pre-Evaluation PA #10: total per column</b>					

<b>Domain 4</b>	
<b>Pre - Evaluation Rating</b>	

Florida School Leaders Assessment  
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**Component 2 - Student Achievement**

Component 2 - Student Achievement					
<b>Highly Effective 3    Effective 2    Needs Improvement 1    Unsatisfactory 0</b> <i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator,</i>					
<b>Proficiency Area 1 - Administrator uses school and district data and related goals from the school/district improvement process to set his or her personal annual leadership development goals. Data shall include school or district accountability data, state assessment data and other appropriate assessment data.</b>					
<b>Proficiency Area 2 - Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.</b>					
<b>Proficiency Area 3 - Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement. Where available, the school's VAM score will be used as the measure of student growth.</b>					
<b>Proficiency Area 4 - Administrator reflects on goal-setting process and data outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate.</b>					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	
Indicator 1.1 - Data Analysis					
Indicator 1.2 - School Improvement Planning					
Indicator 1.3 - Evidence of Student Growth					
Indicator 1.4 -Continuous Improvement					
Pre-Evaluation Comp 2: total per column					

<b>Component 2</b>	
<b>Pre - Evaluation Rating</b>	



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**Highly Effective 3    Effective 2    Needs Improvement 1    Unsatisfactory 0**

Domain 1 : Student Achievement				
Proficiency Area 1 (3 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (3 HE) OR (2 HE + 1 E) None less than E			/	/
E (2 E or higher and no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 1 Rating</b>				

Proficiency Area 2 (2 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 2 Rating</b>				

Domain 1: Student Achievement (Two Proficiency Areas)				
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 1 Rating				
Proficiency Area 2 Rating				
<b>Total</b>	0	0	0	0
HE (Both HE)		/	/	/
E (1 HE + 1 E) OR (2 E)			/	/
NI (1 HE/E + 1 NI/U) OR (2 NI)				
U (1 NI + 1 U) OR (Both U)				
<b>Domain 1 Pre - Evaluation Rating</b>				
				<b>Points</b>

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Domain 2 : Instructional Leadership				
Proficiency Area 3 (4 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (4 HE) OR (3 HE + 1 E) None less than E			/	/
E (3 E or higher and no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 3 Rating</b>				

Proficiency Area 4 (5 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (5 HE) OR (4 HE + 1 E) None less than E			/	/
E (at least 4 are E/HE and no more than 1 NI) No U				/
NI (criteria for E not met and no more than 1 U)				
U (if 2 or more are U)				
<b>Proficiency Area 4 Rating</b>				

Proficiency Area 5 (2 Indicators)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 5 Rating</b>				

Domain 2: Instructional Leadership (Three Proficiency Areas)				
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 3 Rating				
Proficiency Area 4 Rating				
Proficiency Area 5 Rating				
Total	0	0	0	0
HE (3 HE) OR (2 HE + 1 E) None less than E			/	/
E (3 E) OR (2 E + 1 NI) OR (1 HE + 1 E + 1 NI)				/
NI (ANY 2 NI) OR (1 HE/E + 1 NI + 1 U)				
U (2 or more U)				
<b>Domain 2 Pre - Evaluation Rating</b>				
				<b>Points</b>

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Domain 3 :Operational Leadership				
<b>Proficiency Area 6 (2 Indicators)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 6 Rating</b>				
<b>Proficiency Area 7 (2 Indicators)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 7 Rating</b>				
<b>Proficiency Area 8 (2 Indicators)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column				
HE (2 HE) OR (1 HE + 1 E) None less than E			/	/
E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U				/
NI (criteria for E not met and no more than 1 U)				
U (if both are U)				
<b>Proficiency Area 8 Rating</b>				
<b>Proficiency Area 9 (1 Indicator)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Pre-Evaluation: total per column	0	0	0	0
HE (If Proficiency Area 10 rated HE)			/	/
E (If Proficiency Area 10 rated E)	/		/	/
NI (If Proficiency Area 10 rated NI)	/	/		/
U (If Proficiency Area 10 rated U)	/	/	/	
<b>Proficiency Area 9 Rating</b>				

Domain 3: Operational Leadership (Four Proficiency Areas)				
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Proficiency Area 6 Rating				
Proficiency Area 7 Rating				
Proficiency Area 8 Rating				
Proficiency Area 9 Rating				
<b>Total</b>	0	0	0	0
HE (4 HE) OR (3 HE + 1 E)			/	/
E (2 HE + 2 E) OR (4 E) OR (3 E + 1 NI or HE)				/
NI (2 E + 2 NI) (any 3 NI) (2 HE/E + 1 NI + 1 U)				
U (2 or more U)				
<b>Domain 3 Pre - Evaluation Rating</b>				

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Domain 4 : Professional Behaviors				Points
<b>Proficiency Area 10 (2 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Pre-Evaluation: total per column</b>				
<b>HE (2 HE) OR (1 HE + 1 E) None less than E</b>			<del> </del>	<del> </del>
<b>E (2 E) (1 E + 1 NI) (no more than 1 NI) None are U</b>				<del> </del>
<b>NI (criteria for E not met and no more than 1 U)</b>				
<b>U (if both are U)</b>				
<b>Proficiency Area 10 Rating</b>				

Domain 4: Professional Behaviors (One Proficiency Area)					
		<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Proficiency Area 10 Rating</b>					
<b>Total</b>		0	0	0	0
<b>HE (If Proficiency Area 10 rated HE)</b>			<del> </del>	<del> </del>	<del> </del>
<b>E (If Proficiency Area 10 rated E)</b>		<del> </del>		<del> </del>	<del> </del>
<b>NI (If Proficiency Area 10 rated NI)</b>		<del> </del>	<del> </del>		<del> </del>
<b>U (If Proficiency Area 10 rated U)</b>		<del> </del>	<del> </del>	<del> </del>	
<b>Domain 4 Pre - Evaluation Rating</b>					
					<b>Points</b>

Domain Rating Chart - Component 1						
Domain	Rating	Points	Weight	Weighed Value	Convert to 100 Pt. Scale	Domain Score
<b>Domain 1</b> Student Achievement			0.20	#VALUE!	100	#VALUE!
<b>Domain 2</b> Instructional Leadership			0.40	#VALUE!	100	#VALUE!
<b>Domain 3</b> Organizational Leadership			0.20	#VALUE!	100	#VALUE!
<b>Domain 4</b> Professional and Ethical Behavior			0.20	#VALUE!	100	#VALUE!
<b>FSLA Score</b>						#VALUE!

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 160	Needs Improvement
0 to 74	Unsatisfactory

Florida School Leaders Assessment Rating	
Pre-Evaluation Points	
Post Evaluation Points	

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<b>Component 2 : Student Growth Measure</b>						
<b>Proficiency Area 3 (4 Indicators)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>		
<b>Pre-Evaluation: total per column</b>	0	0	0	0		
<b>HE (4 HE) OR (3 HE + 1 E) None less than E</b>			/	/		
<b>E (3 E or higher and no more than 1 NI) None are U</b>				/		
<b>NI (criteria for E not met and no more than 1 U)</b>						
<b>U (if 2 or more are U)</b>						
<b>Proficiency Area 3 Rating</b>						
<b>Rating Chart - Component 2</b>						
<b>Component 2</b>	<b>Rating</b>	<b>Points</b>	<b>Weight</b>	<b>Weighed Value</b>	<b>Convert to 100 Pt. Scale</b>	<b>Domain Score</b>
<b>Student Growth Measure</b>			1.00	#VALUE!	100	#VALUE!
<b>SGM Score</b>						#VALUE!

<b>SGM SCORE</b>	<b>SGM Proficiency Rating</b>
<b>240 to 300</b>	<b>Highly Effective</b>
<b>151 to 239</b>	<b>Effective</b>
<b>75 to 160</b>	<b>Needs Improvement</b>
<b>0 to 74</b>	<b>Unsatisfactory</b>

<b>Student Growth Measure</b>	
Post-Evaluation Total SGM Score	
Post-Evaluation SGM Rating	

<b>Total Score</b>	<b>Proficiency Rating</b>
<b>480 - 600</b>	<b>Highly Effective</b>
<b>301 - 479</b>	<b>Effective</b>
<b>149 - 300</b>	<b>Needs Improvement</b>
<b>0 - 148</b>	<b>Unsatisfactory</b>

<b>Overall Performance Rating</b>	
Post Evaluation Score - FSLA	
Post Evaluation Score - SGM	
Total Points	0
Post Evaluation Rating	