



FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS

"Florida's Charter Support Organization Since 1999"

**FCPCS Charter School
School-Based Administrator
Evaluation Rubric**

Administrator's Name: _____ Date: _____

To calculate the employee's TOTAL RATING, add the "Totals" for each standard and divide by 10.

EMPLOYEE'S TOTAL SCORE ON ADMINISTRATOR EVALUATION = _____
EMPLOYEE'S TOTAL RATING ON ADMINISTRATOR EVALUATION = (Check appropriate rating)
Highly Effective _____ Effective _____ Needs Improvement _____ Unsatisfactory _____

3.6 - 4.0 = Highly Effective
3.0 - 3.5 = Effective
2.0 - 2.9 = Needs Improvement
1.0 - 1.9 = Unsatisfactory

Comments:

Identified Areas for Improvement and Recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school's governing board regarding the results of this evaluation. The employee may include a written statement as an Addendum.

Employee Signature

Date

Evaluator Signature

Date

Addendum: Yes _____ No _____



Florida Consortium of Public Charter Schools School-Based Administrator Evaluation Rubric & Examples of Evidence

Instructions: The *FCPCS School-Based Administrator Evaluation Rubric and Examples of Evidence* has been developed to assist governing board members, and other personnel responsible for evaluating school-based administrators, in providing rating scores for each of the Standards on the *FCPCS School-Based Administrator Evaluation*. The evaluator will use the Rubric and the Examples of Evidence to distinguish among proficiency levels for each Standard assessed on the *FCPCS School-Based Administrator Evaluation*. A rating of one (1) through four (4) is provided for each indicator on the administrator's evaluation based on the degree to which the administrator demonstrates each behavior.

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 1: Student Learning Results	Ensures that the school's curriculum is aligned to the state standards. Ensures that student learning is assessed and that the data is used to drive instruction.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Holds faculty meetings and professional development sessions in which topics/agendas reflect a focus on student learning. • Develops SIP goals and strategies that reflect a clear relationship between the professional practices of teachers, leaders, and student achievement. • Reviews statewide student assessment results with staff to analyze areas of strength and weaknesses. • Monitors, documents, and charts school-wide progress of student performance throughout the year. • Ensures that SIP goals are systematically monitored for implementation throughout the year. • Monitors the ongoing administration of formative and summative assessments in all classrooms that allow students to demonstrate proficiency on specific bench marks, each grading period. 	1	2	3	4



Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	'Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 2: Student Learning as a Priority	Maintains a system that minimizes teacher/staff distraction from student learning. Maintains a student-centered climate of learning. Sets high expectations for all students, teachers, and staff. Engages all staff in the closing of student performance gaps.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Sets high standards for student achievement. • Uses evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. • Focuses instruction on state standards. • Facilitates focused instruction, active learning and student involvement for all students. • Fosters collaboration among teachers, students, and instructional support staff. • Ensures that there is alignment of planning, instruction, and assessment, to support student learning. • Ensures that instructors use assessment results to improve teaching and learning. 	1	2	3	4
Standard 3: Instructional Plan Implement- ation	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards. Stresses the importance of data-driven instruction. Communicates the relationship between academic standards, effective instruction, and student performance. Implements district and state curricula and standards in a rigorous and culturally relevant way. Ensures that all assessments are high quality and aligned to the state standards.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Supports teachers in implementing state standards in a rigorous and relevant manner. • Ensures effective instruction is provided to students. • Establishes school-wide objectives for student learning and sets appropriate instructional goals. 	1	2	3	4

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Establishes a school-wide focus on student and professional learning.	1	2	3	4
	Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.	1	2	3	4
<u>Standard 4:</u> Faculty Development	Employs teachers with the abilities to meet the student needs at the school.	1	2	3	4
	Identifies instructional proficiency needs in all areas.	1	2	3	4
	Provides professional learning that allows teachers to deliver culturally relevant and differentiated instruction.	1	2	3	4
	Makes time and allocates resources to engage teachers in professional development individually and as a community.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Individualizes teacher professional learning plans. • Mentors and provides feedback to teachers. • Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance. • Provides professional development to staff and records the impact of professional development on student learning • Analyzes school-wide teacher survey results. • Has documentation that professional development is determined on the basis of student achievement and teacher competency data. • Conducts frequent classroom walk-throughs and provides immediate feedback to teachers. 				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 5: Learning Environment	Develops and administers policies that create a safe, student-centered environment.	1	2	3	4
	Uses diversity as an asset in the effort to motivate all students to learn.	1	2	3	4
	Promotes activities and practices that value and validate the differences and similarities among students.	1	2	3	4
	Provides ongoing feedback on the quality of the learning environment.	1	2	3	4
	Supports the continuous improvement of students' well-being and opportunities for success.	1	2	3	4
Examples of Evidence	Identifies strategies to minimize and eliminate achievement gaps among diverse students.	1	2	3	4
	<ul style="list-style-type: none"> Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning. 				
	<ul style="list-style-type: none"> Initiates and supports continuous improvement processes focused on student success and well-being. 				
	<ul style="list-style-type: none"> Engages staff in recognizing and understanding cultural and development issues related to student learning by identifying and addressing strategies to minimize or eliminate achievement gaps associated with subgroups within the school. 				
	<ul style="list-style-type: none"> Prioritizes student learning and teacher proficiency. 	1	2	3	4
Standard 6: Decision Making	Demonstrates critical thinking, problem solving, and decision making skills.	1	2	3	4
	Follows up on decisions; makes necessary adjustments.	1	2	3	4
	Delegates authority clearly and effectively.	1	2	3	4
	Uses technology to enhance decision making efficiency throughout the school.	1	2	3	4
	<ul style="list-style-type: none"> Seeks to anticipate and prevent problems. Solicits and considers input from others. Ensures that decisions are based on relevant, accurate, and timely information leading to fair and equitable outcomes. Identifies and implements timely and effective problem resolution measures. Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions. Gathers feedback and input from stakeholders through school-wide student, staff and community survey results. 				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Identifies and cultivates emerging/potential leaders.	1	2	3	4
	Delegates authority; Demonstrates trust in subordinate staff.	1	2	3	4
<u>Standard 7:</u> Leadership Development	Plans for succession management in key positions.	1	2	3	4
	Promotes teacher-leadership functions.	1	2	3	4
	Develops and cultivates relationships between the school and the stakeholders.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Recruits, hires, develops, and retains high performing, diverse personnel. • Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data. • Develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team. 				



Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
<p>Standard 8: School Management</p>	<p>Organizes times, tasks, and projects with clear objectives and coherent plans.</p> <p>Establishes appropriate deadlines for himself/herself and the entire school.</p> <p>Manages, allocates, and delegates resources to promote professional development.</p> <p>Is fiscally responsible and maximizes resources.</p>	1	2	3	4
<p>Examples of Evidence</p>	<ul style="list-style-type: none"> • Develops, implements and maintains a fiscally responsible budget that is driven by school priorities and availability of funds. • Ensures that the necessary monitoring and controls of school funds are in place and provides appropriate oversight. • Distinguishes between board and administrative responsibilities. • Recognizes change and plans accordingly. • Is knowledgeable of federal, state and local law, rules and regulations and policies that impact the school community, and stays current on any changes. • Maintains good communication with the Board of Directions, keeping them current and informed on issues related to their role as the governing body and as a member of the school community. • Collaborates with the Board of Directors to ensure that the necessary policies and procedures are in place. 	1	2	3	4

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Actively listens to and learns from stakeholders.	1	2	3	4
	Recognizes individuals for effective performance.	1	2	3	4
	Communicates student expectations and performance to students, parents, and the community,	1	2	3	4
Standard 9: Communica- tion	Maintains a high visibility-and regularly engages stakeholders in the work of the school.	1	2	3	4
	Creates opportunities for all stakeholders to have conversations about important school issues.	1	2	3	4
	Uses appropriate technologies for communication/collaboration.	1	2	3	4
	Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. • Articulates the school's vision to stakeholders. • Collaborates with families, businesses, and community members, responds to diverse community interests and needs, and works effectively with the governing board and local school district. • Shares leadership and decision making with others in the community. • Nurtures internal and external relationships. • Develops and sustains family-school-community partnerships and networks. • Provides a mechanism for parent input. • Addresses student and family conditions affecting learning. • Ensures that students and families are connected to the health, human and social services they need to stay focused on learning. 				



Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.	1	2	3	4
Standard 10: Professional and Ethical Leadership	Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.	1	2	3	4
	Demonstrates a commitment to the success of all students and their impact on the community.	1	2	3	4
	Engages in Professional Development.	1	2	3	4
	Demonstrates a willingness to admit error and learn from the errors committed.	1	2	3	4
	Demonstrates explicit performance improvement in areas previously identified as needing improvement.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications. • Demonstrates the ability to make decisions within an ethical context. • Affirms a professional code of ethics and values. • Makes decisions based on the legal, moral and ethical implications of policy options and political strategies. • Models and implements a set of values for the school. • Develops well-reasoned educational beliefs based upon an understanding of teaching and learning. • Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment. • Develops a personal code of ethics which embraces diversity, integrity, and the dignity of all people. 				

