Escambia Leader Assessment (ELA) Principal and Assistant Principal Evaluation
(All scoring will be entered electronically into the ELA digital collection tool))

Leader:
Supervisor:
This form summarizes feedback about proficiency on the Elements, standards, and domains marked below based on consideration of evidence encountered during this school year _____
All elements are scored as follows: **Highly Effective=3   Effective=2   Needs Improvement=1   Unsatisfactory=0**   **All component scores are based on element scores and Final ELA score is based on component scores**

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

Component 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

Element 1.1 – Academic Standards	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 1.2 – Performance Data	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 1.3 – Planning and Goal Setting	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 1.4 - Student Achievement Results	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 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

Element 2.1 - Learning Organization	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 2.2 - School Climate	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 2.3 - High Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 2.4 - Student Performance Focus	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

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

Component 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.

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

Element 3.1 - FEAPs	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 3.2- Standards based Instruction	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 3.3 - Learning Goals Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 3.4 - Curriculum Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 3.5 - Quality Assessments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 3.6 - Faculty Effectiveness	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 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.

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

Element 4.1 - Recruitment and Retention	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Element 4.2- Feedback Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 4.3 - High effect size strategies	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 4.4 - Instructional Initiatives	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 4.6 –Faculty Development Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Element 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

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

Component 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.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Element 6.1- Prioritization Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 6.2- Problem Solving.	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 6.3 - Quality Control	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 6.4 - Distributive Leadership	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 6.5 - Technology Integration	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 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.

Element 7.1- Leadership Team	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 7.2 - Delegation	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 7.3 - Succession Planning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 7.4 - Relationships	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 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.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Element 8.1 - Organizational Skills	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 8.2- Strategic Instructional Resourcing	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 8.3 – Collegial Learning Resources	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Component 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.
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory

Element 9.1-– Constructive Conversations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 9.2 - Clear Goals and Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 9.3 - Accessibility	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Element 9.4 - Recognitions	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 4 - Professional and Ethical Behaviors
( ) Highly Effective   ( ) Effective   ( ) Needs Improvement   ( ) Unsatisfactory
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an Element, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Component 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.

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 10.1 – Resiliency	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 10.2 - Professional Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 10.3 - Commitment	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Element 10.4 – Professional Conduct	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Notes:
- ELA Professional Practice score is 50% of Principal and Assistant Principal Evaluation
- Student Growth score (identical to E3 teacher evaluation) is 50% of Principal/AP Evaluation
- Rubric for scoring and cut scores for the four levels of effectiveness for ELA and Student Growth and final evaluation match E3 teacher evaluation
- For more information on ELA, contact the Professional Learning Office or Human Resources