

SCENARIOS: Data Collection and Feedback Protocol

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

Narrative: This indicator addresses the leader’s proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader’s agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

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Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

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	performance.		
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. • Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

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Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size instructional strategies. • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies. • Teachers describe feedback from the leader in terms of 	

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<p>strategies.</p> <ul style="list-style-type: none"> • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. • Other leadership evidence of proficiency on this indicator. 	<p>recognizing instructional strengths and suggestions to take their teaching to a new level.</p> <ul style="list-style-type: none"> • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. • High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p> 	

Reflection Questions for Indicator 4.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance?</p> <p>What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

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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.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

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<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	

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<ul style="list-style-type: none"> • Organizational charts identify the leadership roles and team members. • The leader has a system for identifying and mentoring potential leaders. • The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. • Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

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Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>

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<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • The leader is an active participant in professional learning provided for faculty. • The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator. 	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers' anecdotal evidence of the leader's support for and participation in professional learning. • The frequency with which faculty members are engaged in professional learning with the school leader. • Changes in student growth data, discipline data, etc., after the leader's professional development. • Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What has been most effective in creating a focus on professional learning? How might you lead this effort across the district?</p> <p>How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?</p>	<p>To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings?</p> <p>How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>	<p>How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?</p>	<p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> <p>What steps can you take to begin to apply professional learning to your daily work?</p>