

Administrator's Name: _____ Date: _____

7.	Leadership Development (FPLS)	Rating
7.1	Identifies and cultivates potential and emerging leaders.	
7.2	Provides evidence of delegation and trust in subordinate leaders.	
7.3	Plans for succession management in key positions.	
7.4	Promotes teacher-leadership functions focused on instructional proficiency and student learning	
7.5	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.</i>	

8.	School Management (FPLS)	Rating
8.1	Organizes time, tasks and projects effectively with clear objectives and coherent plans.	
8.2	Establishes appropriate deadlines for him/herself and the entire organization.	
8.3	Manages, delegates, and allocates resources and time to promote collegial efforts in school improvement and faculty development.	
8.4	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column and divide by 4. Insert the total to the right.</i>	

9.	Communication (FPLS)	Rating
9.1	Actively listens to and learns from students, staff, parents and community stakeholders.	
9.2	Recognizes individuals for effective performance.	
9.3	Communicates student expectations and performance information to students, parents and community.	
9.4	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.5	Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.	
9.6	Utilizes appropriate technologies for communication and collaboration.	
9.7	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column and divide by 7. Insert the total to the right.</i>	



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Administrator's Name: _____ Date: _____

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR

10.	Professional And Ethical Leadership (FPLS)	Rating
10.1	Adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct for the Education Profession in Florida</i> , pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.2	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.3	Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	
10.4	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.5	Demonstrates willingness to admit error and learn from it.	
10.6	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Total	<i>To calculate the rating for this standard, add the total points in the "rating" column and divide by 6. Insert in the total to the right.</i>	



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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 _____



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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	• 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.	1	2	3	4
	Maintains a student-centered climate of learning.	1	2	3	4
	Sets high expectations for all students, teachers, and staff.	1	2	3	4
	Engages all staff in the closing of student performance gaps.	1	2	3	4
Examples of Evidence	• 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 NGSSS and CCSS. • 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.				
	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards.	1	2	3	4
	Stresses the importance of data-driven instruction.	1	2	3	4
	Communicates the relationship between academic standards, effective instruction, and student performance.	1	2	3	4
Standard 3: Instructional Plan Implementation	Implements district and state curricula and standards in a rigorous and culturally relevant way.	1	2	3	4
	Ensures that all assessments are high quality and aligned to the state standards.	1	2	3	4
	Supports teachers in implementing NGSSS and CCSS in a rigorous and relevant manner.				
	Ensures effective instruction is provided to students.				
Examples of Evidence	• Establishes school-wide objectives for student learning and sets appropriate instructional goals.				

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 4: Faculty Development	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
	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
Examples of Evidence	Makes time and allocates resources to engage teachers in professional development individually and as a community.	1	2	3	4
	- 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
	• Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning. • Initiates and supports continuous improvement processes focused on student success and well-being. • 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.	1	2	3	4
Standard 6: Decision Making	Prioritizes student learning and teacher proficiency.	1	2	3	4
	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
Examples of Evidence	• 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
Standard 7: Leadership Development	Identifies and cultivates emerging/potential leaders.	1	2	3	4
	Delegates authority; Demonstrates trust in subordinate staff.	1	2	3	4
	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	• 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
Standard 8: School Management	Organizes times, tasks, and projects with clear objectives and coherent plans.	1	2	3	4
	Establishes appropriate deadlines for himself/herself and the entire school.	1	2	3	4
	Manages, allocates, and delegates resources to promote professional development.	1	2	3	4
	Is fiscally responsible and maximizes resources.	1	2	3	4
Examples of Evidence	• 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 Directors, 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.				

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 9: Communication	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
	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	- 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
Standard 10: Professional and Ethical Leadership	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.	1	2	3	4
	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
Examples of Evidence	Demonstrates explicit performance improvement in areas previously identified as needing improvement.	1	2	3	4
	• 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.				

Section III:
FCPCS
School-Site Monitoring Tool



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Utilization of the FCPCS School-Site Monitoring Tool

Rationale for Using the School-Site Monitoring Tool

The FCPCS School-Site Monitoring Tool addresses the ten Florida Principal Leadership Standards (FPLS) which are assessed through the *FCPCS School-Based Administrator Evaluation*. The School-Site Tool assists the governing board in monitoring administrators' compliance with the FPLS throughout the school year and, in doing so, provides opportunities for administrators to receive feedback on the domains, standards, and indicators by which they will be formally evaluated. The Tool ensures that administrators are provided with assistance and support in addressing "areas in need of improvement," prior to the end of year evaluation.

For the governing board, it provides information regarding specific areas in which professional development is needed at the school site, and by individual administrators. The use of the Tool also allows the administrators to learn what specific areas they need to target on their Professional Growth Plans.

Recommendations for Using the School-Site Monitoring Tool

1. Prior to using the School-Site Monitoring Tool, conduct a training session for administrators on the rationale and method for utilizing the Tool.
2. Use the Tool to record observations made during each school visit in order to provide specific, meaningful feedback to administrators in post-observation conferences.
3. Conduct as many school visits as possible throughout the year. At a minimum, personnel responsible for evaluating the school-site administrator should conduct a site visit during each grading period and complete the School-Site Monitoring Tool.
4. Use the Tool to assess all domains during a visit, or *assess specific targeted domains* during each visit.
5. Meet with the administrator following each school-site visit; discuss both the *positive* practices observed, as well as the areas in which there is a *need for improvement*; offer suggestions and support; explain that a follow-up visit will be conducted to review areas for improvement; obtain the administrator's signature on the Tool to indicate that a feedback session was conducted.

Florida Consortium of Public Charter Schools
School-Site Monitoring Tool
(Aligned to the *Florida Principal Leadership Standards*)

	Standard	Indicator	Rating		Comments
			D	ND	
Domain I: Student Achievement	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.			
	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.			
Domain II: Instructional Leadership	Student Learning	Engages all staff in the closing of student performance gaps.			
		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.			
		Ensures that all assessments are high quality and aligned to the state standards.			
	Instructional Plan Implementation	Establishes a school-wide focus on student and professional learning.			
		Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.			
		Sets high expectations for all personnel.			
		Creates a staff culture of continuous learning and professional development tied to broader school goals.			
		Holds teachers accountable for student learning.			

Rating Key: D = Demonstrated ND = Not Demonstrated

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Domain III: Organizational Leadership	Learning Environment	Provides teachers with opportunities to plan and work together.			
Domain III: Organizational Leadership	Learning Environment	Creates mentorship programs and mentors new and struggling teachers.			
		Addresses personnel issues in a timely and professional manner.			
		Develops and administers policies that create a safe environment.			
		Establishes plans and processes to achieve set school goals.			
		Identifies and organizes school curriculum in order to achieve school goals.			
		Acquires and allocates financial/material assets according to school goals.			
		Integrates technology with the school curriculum.			
		Demonstrates results-oriented leadership.			
		Demonstrates critical thinking, problem solving, and decision making skills.			
		Follows up on decisions; makes necessary adjustments.			
Domain III: Organizational Leadership	Decision Making	Makes decisions based on the moral and ethical implications of the policy and the law.			
		Delegates authority clearly and effectively.			
		Identifies and cultivates emerging/potential leaders.			
		Delegates authority; Demonstrates trust in subordinate staff.			
		Plans for succession management in key positions.			
		Promotes teacher-leadership functions.			
		Develops and cultivates relationships between the school and the stakeholders.			
		Recruits and retains effective and highly effective teachers.			

Rating Key: D = Demonstrated ND = Not Demonstrated

Domain IV: Professional and Ethical Behavior	Professional and Ethical Leadership	Communication	School Management				
				Organizes times, tasks, and projects with clear objectives and coherent plans.			
				Establishes appropriate deadlines for himself/herself and the entire school.			
				Manages, allocates, and delegates resources to promote professional development.			
				Is fiscally responsible and maximizes resources.			
				Actively listens to and learns from stakeholders.			
				Recognizes individuals for effective performance.			
				Communicates student expectations and performance to students, parents, and the community.			
				Maintains a high visibility and regularly engages stakeholders in the work of the school.			
				Creates opportunities for all stakeholders to have conversations about important school issues.			
				Uses appropriate technologies for communication/collaboration.			
				Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.			
				Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.			
				Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.			
				Demonstrates a commitment to the success of all students and their impact on the community.			
				Engages in Professional Development.			
				Demonstrates a willingness to admit error and learn from the errors committed.			
				Demonstrates explicit performance improvement in areas previously identified as needing improvement.			

Recommendations/Target Points:

Employee Signature

Date

Evaluator Signature

Date

Rating Key: D = Demonstrated ND = Not Demonstrated

Section IV:

**FCPCS Professional Development for
Administrative Personnel**

Professional Development for Instructional Personnel

The purpose of professional development is to enhance and expand knowledge, sharpen leadership skills, and provide in-depth knowledge about educational trends. Professional development activities must be based upon the following:

- Analyses of student achievement data
- Student needs
- Personnel needs
- Results of the evaluation system
- Instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students
- School discipline data
- School environment surveys
- Assessments of parental satisfaction
- Performance appraisal data of teachers, managers, and administrative personnel
- School Improvement Plans
- School inservice plans
- Other performance indicators to identify school and student needs that can be met by improved professional performance

Professional development for School-Based administrators should include inservice activities that address updated skills necessary for instructional leadership and effective school management, pursuant to s. 1012.986, F.S.

Local Instructional Improvement System (LIIS)

The term Local Instructional Improvement System (LIIS) refers to a system that uses electronic and digital tools that provide teachers, administrators, students, and parents with data and resources to systematically manage continuous instructional improvement. Pursuant to Florida Statute 1006.281 (2), each school district shall provide teachers, administrators, students, and parents access to a local improvement system. The system must provide access to electronic and digital instructional materials and teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and track student learning.

Teacher and administrator evaluation will be tied to the district's LIIS through an easily accessible, single sign-on system. The LIIS will be developed to include a historical longitudinal record of both the evaluation instrument and student growth for each teacher and a record of ratings conducted by each evaluator. As part of the internal evaluation of the teacher evaluation system, LIIS will identify areas of concern and administer additional teacher and administrator training, if necessary.

FCPCS Partnership with Educational Impact

FCPCS has partnered with Educational Impact (EI), a company that provides online professional development for educators. EI will provide specific online modules for teachers and administrators that address the Florida Educator Accomplished Practices (FEAPs) as well as the



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Florida Principal Leadership Standards (FPLS). EI has loaded the FCPCS teacher and leadership evaluation standards into their online system in order to allow teachers and administrators to develop individualized Professional Learning Plans (PLPs) aligned to their areas of need and interest. The PLP makes the important connection between the evaluation results and the professional growth plan. Some administrators allow teachers to create their own plan, while others conference after an evaluation and create the plan together. Teachers and administrators will be able to choose videos that will help them build skills in the specific indicator contained on the evaluation instruments. Upon approval by the school district, participants may obtain inservice points based on the number of hours of video they have selected and completed.

Section V:

Training and Support



FCPCS Evaluation Systems for Classroom Teachers, Other Instructional Personnel, and School-Based Administrators TRAINING MODULES

	Title	Description	Target Audience
I.	Introducing the FCPCS Charter School Teacher Evaluation System	Overview of SB 736 and the FCPCS Evaluation System for Instructional Personnel	School Administrators
II.	Implementing the FCPCS School-Based Administrator Evaluation System	Overview of SB 736 and the FCPCS Evaluation System for School-Based Administrators	School Administrators/ Governing Board Members
III.	The Florida Educator Accomplished Practices	Understanding the framework of the Evaluation System: The Florida Educator Accomplished Practices	School Administrators/ Classroom Teachers and Other Instructional Personnel
IV.	The Florida Principal Leadership Standards	Understanding the framework of the Evaluation System: The Florida Principal Leadership Standards	School Administrators/ Governing Board Members
V.	Evaluating Classroom Teachers Using the FCPCS Evaluation System	- Framework for evaluating Classroom Teachers utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Classroom Teachers
VI.	Evaluating Student Services Personnel using the FCPCS Evaluation System	- Framework for evaluating Student Services Personnel utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Student Services Personnel
VII.	Evaluating Curriculum Support Personnel and Media Specialists Using the FCPCS Evaluation System	- Framework for evaluating Curriculum Support Personnel/Media Specialists utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Curriculum Support Personnel/ Media Specialist
VIII.	Evaluating School-Based Administrators	- Framework for evaluating School-Based Administrators utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Governing Board Members



	Title	Description	Target Audience
IX.	Processes and Procedures for Utilizing the FCPCS Evaluation System for Instructional Personnel	- Processes and procedures for implementing the evaluation system for Instructional Personnel - Providing specific and timely feedback - Conference protocols and forms; meeting requirements; maintenance of records - Scoring rules and Calculations - Use of forms and instruments - Roster verification process - Procedures for training employees on the evaluation forms - Providing employees with support and assistance	School Administrators/ Classroom Teachers and Other Instructional Personnel

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