

## Domain 1

### A Data-Driven Focus On Student Achievement

**Element 1:** FL: 1.1, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 9.2  
The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Element 2:** FL: 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 6.2, 9.2  
The school leader ensures high expectations with measurable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

**Element 3:** FL: 1.2, 1.4, 3.3, 6.1, 9.2  
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**Element 4:** FL: 1.4, 2.1, 3.3, 5.4, 9.2  
The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Element 5:** FL: 1.4, 2.3, 2.4, 5.1, 5.2, 5.4, 9.2  
The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals.

## Domain 2

### Continuous Improvement of Instruction

**Element 1:** FL: 2.1, 3.1, 4.1, 5.3, 6.1  
The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Element 2:** FL: 3.6, 4.2, 4.7  
The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

**Element 3:** FL: 1.2, 2.1, 3.1, 3.2, 3.6, 4.3, 4.4, 5.3, 6.1, 6.3  
The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, 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.

**Element 4:** FL: 1.2, 3.2, 3.6, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1  
The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Element 5:** FL: 3.6, 4.4, 4.6, 4.7  
District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

**Element 6:**  
The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

### Domain 3

#### A Guaranteed and Viable Curriculum

**Element 1:** FL: 1.1, 2.4, 3.2, 3.4, 3.5  
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

**Element 2:** FL: 3.2, 3.4, 3.6, 5.1  
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

**Element 3:** FL: 2.2, 3.2, 3.3, 3.4, 5.4, 6.3  
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

**Element 4:**  
The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

### Domain 4

#### Communication, Cooperation and Collaboration

**Element 1:** FL: 4.4, 4.5, 8.3, 9.1, 10.2  
The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

**Element 2:** FL: 4.6, 6.4, 7.1, 7.2, 7.3, 8.3, 9.1  
The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

**Element 3:** FL: 2.1, 4.4, 4.5, 4.6, 5.3, 6.3, 6.4, 7.2, 8.3, 9.1, 9.3  
The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Element 4:** FL: 4.6, 5.3, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 8.3, 9.1, 9.3, 10.1, 10.3  
The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

**Element 5:** FL: 5.1, 5.2, 5.3, 6.2, 6.5, 7.4, 9.1, 9.3, 10.1  
The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

### Domain 5

#### School Climate

**Element 1:** FL: 4.5, 6.2, 7.1, 9.3, 10.1, 10.2, 10.3, 10.4  
The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

**Element 2:** FL: 2.2, 2.3, 5.1, 5.2, 5.3, 5.4, 6.2, 10.3, 10.4  
The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

**Element 3:** FL: 2.2, 5.1, 9.1  
The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

**Element 4:** FL: 2.2, 5.1, 7.4, 9.1, 9.3  
The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

**Element 5:** FL: 4.5, 4.6, 5.2, 6.2, 6.4, 6.5, 8.1, 8.2, 9.2  
The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Element 6:** FL: 5.2, 5.3, 7.1, 7.2, 9.4  
The school leader acknowledges the success of the whole school, as well as individuals within the school.