

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

The Escambia district leader assessment will be used to evaluate directors in the district Curriculum and Instruction division who work in direct support of the instructional program. The framework is adapted from the state model.

Curriculum & Instruction Program Leadership Standards (CIPLS)

60%

Domain 1: Teaching and Learning

Component 1 – Getting Results

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
Student results for which the district administrator is responsible consistently exceed expectations.	Student results for which the district administrator is responsible consistently meet expectations.	Student results for which the district administrator is responsible are inconsistent in meeting expectations.	Student results for which the district administrator is responsible are consistently below expectations.

Element 1.1 – Improving student achievement by focusing on leadership behaviors that influence the desired student results

Component 2 – Improving Teaching and Learning

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The district administrator’s actions result in professional learning cultures in the schools supervised where all faculties are routinely engaged in collegial team learning processes and deliberate focus on the FEAPs or FPLS.	The district administrator’s actions result in professional learning cultures in the schools supervised where most faculties are routinely engaged in collegial team learning processes and deliberate focus on the FEAPs or FPLS.	The district administrator’s actions result in professional learning cultures in the schools supervised where half or more of the faculties are routinely engaged in collegial team learning processes and deliberate focus on the FEAPs or FPLS.	The district administrator’s actions result in professional learning cultures in the schools supervised where fewer than half of the faculties are routinely engaged in collegial team learning processes and deliberate focus on the FEAPs or FPLS.

Element 2.1 – Focusing on student achievement and instruction

Element 2.2 – Building consensus about core expectations for instructional practice

Element 2.3 – Implementing quality standards-based curricula

Element 2.4 – Establishing clear expectations for school leader practices

Element 2.5 – Developing and maintaining leadership development systems

Element 2.6 – Developing and modeling opportunities for teachers and principals to engage in school-to-school communication focusing on the challenges of improving student achievement and program implementation

Component 3 –Using Data as a Problem Solving Strategy at the District and School Level

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The district administrator and the leaders in schools supervised all consistently employ data based problem solving to generate comprehensive continuous improvement.	The district administrator and the leaders in schools supervised employ data based problem solving for major improvement priorities to generate continuous improvement.	The district administrator and/or the leaders in schools supervised are inconsistent or not yet effective at employing data based problem solving on major improvement priorities to generate continuous improvement.	The leaders in schools supervised are seldom being engaged by the district administrator in employing data based problem solving on major improvement priorities to generate continuous improvement

Element 3.1 – Assisting principals with collecting high quality data

Element 3.2 – Assisting principals and teachers with using data to inform practices and instruction

Element 3.3 – Developing and modeling effective data use processes for problem-solving

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Component 4 – Using the District’s School Administrator Evaluation System Effectively, to support, monitor and evaluate the Effectiveness of School Leaders

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of all aspects of the learning environment.	The district administrator uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.	The district administrator is inconsistent in their use of school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.	The district administrator seldom uses school leader evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.

Element 4.1 – Exhibiting knowledge of the FPLS and district procedures for evaluating leaders

Element 4.2 – Providing and receiving timely and actionable feedback to and from leaders on the cause and effect relationships between leader practice and student achievement

Element 4.3 – Providing and receiving timely and actionable feedback on principal’s proficiency on high-effect strategies

Element 4.4 – Improving the percentage of effective and highly effective school leaders

Component 5 – Monitoring and Supporting the Effective Use of the District’s Teacher Evaluation System to Improve the Effectiveness of Teachers

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The district administrator and leaders in schools supervised use teacher evaluation indicators, rubrics, and monitoring processes to focus problem solving, faculty development, and school operations on continuous improvement of all aspects of the learning environment.	The district administrator and leaders in schools supervised use teacher evaluation indicators, rubrics, and monitoring processes to focus problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.	The district administrator and leaders in schools supervised are inconsistent in their use of teacher evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.	The district administrator and leaders in schools supervised seldom use teacher evaluation indicators, rubrics, and monitoring processes to focus school site problem solving, faculty development, and school operations on continuous improvement of the priority instructional needs of the school site.

Element 5.1 – Exhibiting knowledge of the FEAPS and district procedures for evaluating teachers

Element 5.2 – Monitoring and ensuring the effective use of the teacher evaluation system by school leaders

Element 5.3 – Communicating and receiving actionable feedback to and from leaders on the cause and effect relationships between teacher practice and student achievement

Element 5.4 – Improving the percentage of effective and highly effective teachers

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Domain 2: School Environment

Component 6

 – Building School Leaders’ Sense of Efficacy for School Improvement

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator’s influence on all school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning.	The district administrator’s influence on the majority of school site leaders supervised results in high energy positive attention by those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning.	The district administrator’s influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, and student learning; however, corrective action plans to change conditions are in place.	The district administrator’s influence on the school site leaders supervised generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities focused on district initiatives, school conditions, student learning and corrective action plans to change those conditions are not evident.

Element 6.1 – Providing stable district leadership and consistent instructional focus to create conditions for school leader efficacy

Element 6.2 – Ensuring principals have autonomy to hire teachers they believe to be outstanding choices for their own school contexts

Element 6.3 – Encouraging teamwork and professional community by including both school leaders and teachers in district-wide decisions that impact their work

Element 6.4 – Differentiating support to school leaders in relation to evidence of compliance and skill in implementing the expectations, with flexibility for school-based innovation

Element 6.5 – Ensuring principals use distributive leadership systems both to allow them to focus on priority tasks and to build the efficacy and effective leadership of others in support of school priorities

Component 7

 – Harnessing Family and Community Energies for School Improvement

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Communications to stakeholders provide frequent opportunities in multiple forms for active engagement in deepening understanding of school needs and improvement initiatives and engagement in support for their success.	Communications to stakeholders provide recurring opportunities for deepening understanding of priority school needs and engagement in priority improvement initiatives and engagement in support for their success.	Communications to stakeholders provide occasional opportunities for passive information focused on understanding of priority school needs and priority improvement initiatives and limited opportunities for engagement in support for their success.	Communications to stakeholders provide infrequent or ineffective opportunities for sharing information focused on understanding of priority school needs and priority improvement initiatives and few or no opportunities for engagement in support for their success.

Element 7.1 – Developing and modeling strategies focused on the importance of being open to community and parental roles in schools

Element 7.2 – Understanding and promoting the role of parents as vital partners in the learning process

Element 7.3 – Understanding and promoting family educational cultures-norms, beliefs, values, and practices reflecting families’ dispositions toward schooling and their role in it

Element 7.4 – Developing and modeling taking an active role in teaching parents and other community members how to be involved in education

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Component 8 – Using Stakeholder Feedback to Improve Teaching and Learning Environments

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator and leaders and teachers in schools supervised consistently use stakeholder feedback to evaluate and measurably improve school conditions for teaching and learning.	The district administrator and leaders and teachers in schools supervised use stakeholder feedback to identify priority concerns to improve school conditions for teaching and learning.	The district administrator and leaders and teachers in schools supervised are inconsistent in their use of stakeholder feedback to evaluate and improve school conditions for teaching and learning.	The district administrator and leaders in schools supervised seldom use stakeholder feedback to evaluate and improve school conditions for teaching and learning.

Element 8.1 – Utilizing feedback from all stakeholders (employees, students, parents) to direct differentiated leadership to support school leaders and faculty

Element 8.2 – Providing and receiving timely and actionable feedback to and from leaders on the cause and effect relationships between stakeholder perceptions and student achievement

Element 8.3 – Monitoring improvement efforts by school leaders and providing continuous feedback and support

Element 8.4 – Modeling effective reform strategies by visibly engaging in improvement efforts in response to stakeholder feedback

Domain 3 – District Support of Schools

Component 9 – Ensuring Productive Leadership Succession

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for all types of positions supervised.	Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for most types of positions supervised.	Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for some types of positions supervised.	Evidence of succession management practices for all district and school leader positions supervised is evident with viable successors in development for few types of positions supervised.

Element 9.1 – Recognizing the importance of stable leadership in schools to minimize the effects of frequent administrative turnover

Element 9.2 – Ensuring a smooth transition from one principal to the next by clarifying the district’s expectations for the job to be done by the incoming principals

Element 9.3 – Ensuring principals newly assigned to schools initially work within the existing culture of their schools, rather than attempting to quickly, substantially change it, to avoid negative faculty turnover effects

Element 9.4 – Implementing district succession plans by identifying and supporting (early in their careers) talented teachers and leaders who have the potential to become school leaders and district administrators

Component 10 – Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator’s actions result in confident school cultures where the school leader and faculty are consistently equipped with the resources, support and information needed to focus on quality teaching and learning.	The district administrator’s actions result in school cultures where the school leader and faculty are adequately equipped with the resources, support and information needed to focus on instructional priorities.	The schools supervised are sometimes equipped with the resources, support and information needed to focus on instructional priorities.	The schools supervised are often ill equipped with the resources, support and information needed to focus on school needs.

Element 10.1 – Demonstrating the expertise, knowledge, and ethic needed to provide high-quality support to schools

Element 10.2 – Providing support in a timely and courteous manner in ways that support school needs while building capacity at the school level

Element 10.3 – Responding to individual school needs with differentiated support

Element 10.4 – Ensuring schools have the necessary resources to execute instructional plans and priorities

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Component 11 – Establishing and Effectively Using Communication Systems to Support and Engage Schools

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Leaders in schools supervised are consistently knowledgeable of plans and timelines surrounding school improvement priorities and district initiatives, and the leaders consistently exceed expectations in program and action plan execution.	Leaders in schools supervised are consistently knowledgeable of plans and timelines surrounding school improvement priorities and district initiatives, and the leaders <u>meet expectations in executing plans related to priority instructional needs of the school site.</u>	Leaders in schools supervised are knowledgeable of plans and timelines surrounding priority instructional needs of the school site and <u>there is evidence of plans to address priority school needs.</u>	Leaders in schools supervised lack knowledge of plans and timelines surrounding priority instructional initiatives, and plans to address priority school needs are <u>not evident.</u>

Element 11.1 – Establishing an effective communication plan to improve and coordinate delivery of information to principals and personnel at schools

Element 11.2 – Empowering principals to establish appropriate local school contacts for receipt of relevant information

Element 11.3 – Respecting local school communication channels to relieve principals of secretarial duties

Element 11.4 – Providing critical information to principals and schools through organized methods that can be easily referenced by leaders and school personnel

Element 11.5 – Following up with leaders as appropriate on school improvement priorities to gauge implementation, offer clarification, and differentiate support to ensure local school success

Component 12 – Coordinating Functional, Cohesive District Support to Schools within and across Departments and Divisions

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
School leaders are able to maximize time and capacities on school improvement priorities.	School leaders are able to prioritize time and capacities on school improvement priorities.	District practices or conditions <u>distract</u> school leaders from consistent attention to school improvement priorities.	District practices or conditions <u>interfere</u> with school leaders consistent attention to school improvement priorities.

Element 12.1 – Ensuring strong departmental and divisional focus on teaching and learning

Element 12.2 – Serving as a broker and advocate of district services for support of schools

Element 12.3 – Clarifying and adhering to consistent district expectations for the job to be done by the principal, across all departments and divisions

Element 12.4 – Ensuring district hiring policies allow principals to select appropriately qualified personnel who can effectively and efficiently meet school needs

Element 12.5 – Delegating tasks unrelated to teaching and learning from schools to appropriate district departments

Domain 4 - Professional and Ethical Behaviors

Component 13 - Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator constantly pursues professional development opportunities to enhance personal leadership capacity and to make a substantial contribution to <u>multiple district initiatives and priorities.</u>	The district administrator attends a variety of professional development opportunities to enhance personal leadership capacity and to support to district initiatives and priorities.	The district administrator attends some professional development opportunities to enhance personal leadership capacity and to stay abreast of district initiatives and priorities.	The district administrator rarely attends professional development opportunities to enhance personal leadership capacity and occasionally attends required district professional development.

Element 12.1 – Participating in professional learning required of district and school leaders (common learning experiences)

Element 12.2 – Participating in professional learning to develop personal capacity to provide leadership and support of district initiatives

Element 12.3 – Focusing on high effect size practices to improve personal leadership

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Component 14 - Demonstrating Ethical Behavior

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator abides by the spirit, as well as the intent , of policies, laws, and regulations that govern the district and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior .	The district administrator abides by all policies, laws, and regulations that govern the district and the education profession in the state of Florida.	The district administrator’s behaviors enable recurring misunderstanding and misperceptions about the administrator’s conduct and ethics, and the administrator has only general recollection of issues addressed in the Code and Principles, and regulations governing the education profession in the state of Florida.	The leader’s patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

Element 14.1 – Maintaining ethical behavior and avoiding appearances of impropriety

Element 14.2 – Demonstrating professionalism

Element 14.3 – Exemplifying the district’s Standards of Behavior

PDP - Plan for Deliberate Practice

(3) Complete (0) Incomplete

Two goals, with accompanying action plans:

Goal 1: Aligned to student achievement data

Goal 2: Aligned to the Curriculum & Instruction Program Leadership Standards (CIPLS)

***Award of points for the PDP is based on whether or not the administrator completed the activities specified within the plan. If the activities were completed as described but the measurable objectives associated with the goals were not met, then the administrator receives credit for completing the PDP. If the activities were not completed throughout the year as described, then the administrator does not receive credit for the PDP.**

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Curriculum & Instruction Program Leadership Standards (CIPLS)	60%
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The CIPLS rating will be comprised of component level scores earned on the CIPLS framework along with points earned from completing the Plan for Deliberate Practice (PDP).

Assignment of CIPLS Effectiveness Rating

The same scale used to rate teachers’ instructional practice will initially be used for the CIPLS rating for the ELA-D. *Data is reviewed annually for the purpose of revising scales in response to the data.*

CIPLS Effectiveness Rating	*CIPLS Score Ranges
Highly Effective (3 points)	88 – 100% of the possible 60 points
Effective (2 points)	64 – 87.9% of the possible 60 points
Needs Improvement (1 point)	59 – 63.9% of the possible 60 points
Unsatisfactory (0 points)	0 – 58.9% of the possible 60 points

**A single component score of Unsatisfactory will result in an overall Unsatisfactory rating.*

Survey Data	10%
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The ELA-D will include scores from the spring administration of the Parent Satisfaction Survey from schools supervised (or from all schools, for administrators who do not have direct school leader supervisory responsibilities), the district administrator’s Employee Engagement Survey scores, and district administrator’s Support Card scores.

Assignment of Survey Effectiveness Ratings (Parent, Employee, Support Card, & Overall)

Survey Effectiveness Rating	Mean Survey Score Ranges
Highly Effective (3 points)	4.0 – 5.0
Effective (2 points)	3.5 – 3.99
Needs Improvement (1 point)	3.0 – 3.49
Unsatisfactory (0 points)	0 – 2.99

Student Learning Growth	30%
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The ELA-D will include school/district mean student growth scores from approved student assessments. The same scale used to rate teachers’ student learning growth will be used in the ELA-D. *If changes to the scale are bargained & approved with the Union, the approved scale will be substituted.*

Assignment of Student Learning Growth Effectiveness Rating

Escambia Leader Assessment – District (ELA-D) Evidence Matrix

2014 - 2015

Student Learning Growth Rating	Range (%)
Highly Effective (3 points)	54 and above
Effective (2 points)	40 – 53.9
Needs Improvement (1 point)	25 – 39.9
Unsatisfactory (0 points)	0 – 24.9

Summative/Overall Effectiveness Rating	100%
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To arrive at the summative rating, the three areas of the ELA-D will be averaged with their respective weights:

ELA-D Area	Weight
Instructional Program Leadership Standards	60%
Stakeholder Survey Data	10%
Student Learning Growth	30%

Assignment of Summative/Overall Effectiveness Rating

The same scale used to arrive at a summative rating for teachers will be used in the ELA-D for the 2014 – 2015 school year.

Aggregation of Evaluation Measures					
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Evaluation Measure	HE	E	NI	U	Weight
CIPLS	3	2	1	0	60%
Stakeholder Survey Data	3	2	1	0	10%
Student Learning Growth	3	2	1	0	30%
Final Rating	2.5 – 3.0	1.5 – 2.49	0.75 – 1.49	0 – 0.749	100%