Escambia Leader Assessment (ELA) Evidence Matrix
2013 - 2014

Florida Principal Leadership Standards (FPLS)	40%

Domain 1: Student Achievement

Component 1 - **Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

Element 1.1 – Academic Standards	
Element 1.2 – Performance Data	
Element 1.3 – Planning and Goal Setting	
Element 1.4 - Student Achievement Results	

Component 2 - **Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

Element 2.1 - Learning Organization	
Element 2.2 - School Climate	
Element 2.3 - High Expectations	
Element 2.4 - Student Performance Focus	

Domain 2: Instructional Leadership

Component 3 - **Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory

Element 3.1 - FEAPs	
Element 3.2 - Standards based Instruction	
Element 3.3 - Learning Goals Alignments	
Element 3.4 - Curriculum Alignments	
Element 3.5 - Quality Assessments	
Element 3.6 - Faculty Effectiveness	

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Component 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

	(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory

| Element 4.1 - Recruitment and Retention |
| Element 4.2- Feedback Practices |
| Element 4.3 - High effect size strategies |
| Element 4.4 - Instructional Initiatives |
| Element 4.5 - Facilitating & Leading Prof. Learning |
| Element 4.6 –Faculty Development Alignments |
| Element 4.7 - Actual Improvement |

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

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

	(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory

| Element 5.1 - Student Centered |
| Element 5.2 - Success Oriented |
| Element 5.3- Diversity |
| Element 5.4 - Achievement Gaps |

Domain 3 - Organizational Leadership

Component 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

	(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

| Element 6.1- Prioritization Practices |
| Element 6.2- Problem Solving. |
| Element 6.3 - Quality Control |
| Element 6.4 - Distributive Leadership |
| Element 6.5 - Technology Integration |

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Component 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

Element 7.1- Leadership Team			
Element 7.2 - Delegation			
Element 7.3 - Succession Planning			
Element 7.4 - Relationships			

Component 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

Element 8.1 - Organizational Skills			
Element 8.2- Strategic Instructional Resourcing			
Element 8.3 – Collegial Learning Resources			

Component 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory

Element 9.1-– Constructive Conversations			
Element 9.2 - Clear Goals and Expectations			
Element 9.3 - Accessibility			
Element 9.4 - Recognitions			

Domain 4 - Professional and Ethical Behaviors.

Component 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on a Component, assign a proficiency level by checking one of the four proficiency levels. Reference the below elements that comprise this component when scoring. If not being rated at this time, leave blank.*

	(3) Highly Effective	**(2) Effective**	**(1) Needs Improvement**	**(0) Unsatisfactory**
Element 10.1 – Resiliency				
Element 10.2 - Professional Learning				
Element 10.3 - Commitment				
Element 10.4 – Professional Conduct				

PDP - Plan for Deliberate Practice

	(3) Complete	**(0) Incomplete**

Florida Principal Leadership Standards (FPLS)	**40%**

The FPLS rating will be comprised of component level scores earned on the FPLS framework along with points earned from completing the Plan for Deliberate Practice (PDP).

Assignment of FPLS Effectiveness Rating

The same scale used to rate teachers' professional practices will be used in the ELA. *If changes to the scale are bargained & approved with the Union, the approved scale will be substituted.*

FPLS Effectiveness Rating	FPLS Score Ranges
Highly Effective	88 - 100% of the possible 42 points
Effective	64 - 87.9% of the possible 42 points
Needs Improvement	59 - 63.9% of the possible 42 points
Unsatisfactory	0 - 58.9% of the possible 42 points

In addition to the scale, the below requirements must be met for each effectiveness level:

Proficiency Rating	If any requirements are not met, the proficiency rating moves to the level in which all requirements are met.
Highly Effective if:	0 Needs Improvement components 0 Unsatisfactory components At least 2 components (out of 3) of Domain 2 rated HE At least 3 components (out of 4) of Domain 3 rated HE
Effective if:	0 Unsatisfactory components No components in Domain 2 rated Needs Improvement No components in Domain 3 rated Needs Improvement
Needs Improvement if:	0 Unsatisfactory 2 or fewer components rated NI in domains 2 & 3 (combined)

Survey Data	**10%**

The ELA will include ratings from the spring administration of the Parent Satisfaction and Employee Engagement Surveys. **A minimum of 5% participation is necessary on the Parent Satisfaction Survey to receive credit for the results of the survey**.

Assignment of Survey Effectiveness Ratings (Parent, Employee, Overall)

Survey Effectiveness Rating	Mean Survey Score Ranges
Highly Effective	4.0 – 5.0
Effective	3.5 – 3.99
Needs Improvement	3.0 – 3.49
Unsatisfactory	0 – 2.99

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Student Learning Growth	50%

The ELA will include school-wide value-added scores for the reading and/or math FCAT. The same scale used to rate teachers' student learning growth will be used in the ELA. *If changes to the scale are bargained & approved with the Union, the approved scale will be substituted.*

Assignment of Student Learning Growth Effectiveness Rating

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

Summative/Overall Effectiveness Rating	100%

To arrive at the summative rating, the three areas of the ELA will be averaged with their respective weights:

ELA Area	Weight
Florida Principal Leadership Standards	40%
Stakeholder Survey Data	10%
Student Learning Growth	50%

Assignment of Summative/Overall Effectiveness Rating

The same scale used to arrive at a summative rating for teachers will be used in the ELA. *If changes to the scale are bargained & approved with the Union, the approved scale will be substituted.*

Summative ELA Rating	Range (%)
Highly Effective	71 and above
Effective	52 – 70.9
Needs Improvement	42 – 51.9
Unsatisfactory	0 – 41.9