Escambia Administrator Evaluation (EAE) Evidence Matrix

2014 - 2015

Administrative Leadership Standards (ALS)	60%

Domain 1 – District Support of Schools and Departments

Component 1 – Providing Quality Support Services to Schools to Improve the Instructional Program

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The district administrator's actions result in a departmental culture where **employees are consistently equipping schools** with the resources and support needed to **continuously improve the instructional program**.	The district administrator's actions result in a departmental culture where **employees are adequately equipping schools** with the resources and support needed to **address the school's instructional priorities**.	**Schools** are equipped with the resources, support and information needed to **implement initiatives led by the department**, but the initiatives are **not _directly related_** to the schools' **instructional program.**	Schools are **ill equipped** with the resources, support and information needed to successfully implement initiatives led by the department.

Element 1.1 – Centering support services around the understanding of the cause and effect relationship between quality employee and departmental support of schools and student achievement

Element 1.2 – Ensuring strong departmental and divisional focus on supporting teaching and learning

Element 1.3 – Demonstrating the expertise, knowledge, and ethic needed to provide high-quality support to schools

Element 1.4 – Understanding and adhering to district expectations for the job to be done by school principals and personnel

Element 1.5 – Maintaining ownership and responsibility for initiatives, processes and duties that are not **directly related** to teaching and learning

Element 1.6 – Providing schools with the necessary resources and support to execute instructional plans and priorities

Component 2 – Coordinating Functional, Cohesive District Support to Schools within and across Departments and Divisions

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
High levels of cohesive, coordinated district support enable schools to **maximize time** and capacities on **the instructional program**.	District support services allow all schools **sufficient time** to plan and implement school **instructional priorities.**	**District practices or conditions distract** school personnel from consistent attention **to school needs**.	**District practices or conditions interfere** with school personnel's consistent attention to **critical school needs**.

Element 2.1 – Providing support in a timely and courteous manner in ways that support school needs

Element 2.2 – Responding to individual school needs with differentiated support

Element 2.3 – Serving as a broker and advocate of district services to support schools

Element 2.4 – Delegating tasks not **directly related** to teaching and learning from schools to appropriate district personnel

Element 2.5 – Seamlessly coordinating initiatives and support services across departments and divisions on behalf of schools

Component 3 – Establishing and Effectively Using Communication Systems in Conjunction with Support Services Provided to Schools and Departments

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
School and department personnel are **consistently knowledgeable** about plans and timelines surrounding the provision of **comprehensive** support services for their school or department.	School and department personnel are **consistently knowledgeable** about plans and timelines surrounding the provision of support services provided to address **priority site needs**.	School and department personnel are knowledgeable about plans and timelines surrounding the provision of support services provided to address **critical site needs**.	School and department personnel are often **unaware** of plans and **timelines** surrounding the provision of support services needed to address site needs.

Element 3.1 – Establishing an effective communication plan to improve coordination of the delivery of services and information to appropriate school and department personnel

Element 3.2 – Empowering principals to establish appropriate local school contacts for receipt of relevant information

Element 3.3 – Respecting local school communication channels to relieve principals of secretarial duties

Element 3.4 – Providing critical information to school and department personnel through organized methods that can be easily referenced in the future

Element 3.5 – Following up with leaders as appropriate on communication processes to gauge effectiveness, offer clarification, and differentiate support services to schools and departments

Domain 2: Departmental Functions

<mark>**Component 4**</mark> –**Using Data as a Problem Solving Strategy at the Department and District Level**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator and department personnel supervised **consistently employ** data based decision making and problem solving strategies to produce **comprehensive,** continuous departmental and district improvement.	The district administrator and department personnel supervised consistently employ data based decision making and problem solving strategies **for major improvement priorities** to generate continuous departmental and district improvement.	The district administrator and department personnel supervised **are inconsistent or not yet effective** at employing data based problem solving for major improvement priorities to generate continuous improvement.	Department personnel are **seldom being engaged** by the district administrator to employ data based problem solving strategies for major improvement priorities to generate continuous improvement.

Element 4.1 – Developing and maintaining systems and procedures to collect and analyze data related to department and district effectiveness
Element 4.2 – Engaging in data based decision making with department personnel
Element 4.3 – Collaboratively analyzing data to determine departmental goals, strategies and activities
Element 4.4 – Changing, discontinuing, or maintaining programs based on continuous evaluation of outcomes

<mark>**Component 5**</mark> **– Achieving Strategic District Priorities**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator's department **consistently exceeds** expectations in addressing Strategic Plan targets and goals.	The district administrator's department **consistently meets** expectations in addressing Strategic Plan targets and goals.	The district administrator's department is **inconsistent** in meeting Strategic Plan targets and goals.	The district administrator's department is **consistently below expectations** in meeting Strategic Plan targets and goals.

Element 5.1 – Actively participating and collaborating with district stakeholders to establish and revise annual Strategic Plan goals aligned with district needs
Element 5.2 – Communicating Strategic Plan goals and metrics to employees, ensuring employee understanding of goals as they relate to their duties
Element 5.3 – Monitoring progress towards meeting Strategic Plan goals
Element 5.4 – Differentiating support and feedback to employees responsible for achieving strategic goals
Element 5.5 – Maintaining or changing implementation activities based on formative evaluation of intra-year progress

<mark>**Component 6**</mark> **– Maintaining and Accomplishing Short Term Goals to Improve the State of the Department and Division**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Management practices result in achievement of **all** departmental Short Term Goals as expressed on the State of Division report.	Management practices result in achievement of the **vast majority of** departmental Short Term Goals as expressed on the State of Division report.	Management practices result in achievement of **half or more** departmental Short Term Goals as expressed on the State of Division report.	The department achieves **fewer than half** of the Departmental Short Term Goals as expressed on the State of Division report.

Element 6.1 – Collaboratively establishing short term goals aligned to processes, projects, implementations and initiatives for which the department is responsible
Element 6.2 – Scaffolding employee work goals to ensure appropriately-paced progress towards departmental goals
Element 6.3 – Monitoring employee progress towards meeting departmental goals
Element 6.4 – Differentiating support and feedback to employees responsible for achieving departmental goals
Element 6.5 – Maintaining or modifying implementation activities based on formative evaluation of intra-year progress

<mark>Component 7</mark> – Appropriating Departmental Resources in Alignment with Department and District Priorities

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Department employees are **always equipped** with the resources necessary to **fully achieve department and related district goals**.	Department employees are **consistently equipped** with the resources necessary to achieve **priority department goals**.	Department employees are **inconsistently equipped** with the resources necessary to achieve **priority department goals**.	The department **lacks the resources** needed to successfully address **priority goals.**

Element 7.1 – Rounding with employees to assess availability of resources and materials needed to complete duties
Element 7.2 – Evaluating alignment of resources, funds, and employee personnel with department and district priorities
Element 7.3 – Reallocating resources when necessary to ensure delivery of priority departmental functions and services
Element 7.4 – Developing budgets based on identified program needs with input from employees and stakeholders

Domain 3: The Department Environment

<mark>Component 8</mark> – Creating, Maintaining and Communicating a Common Departmental Vision that Supports the District's Academic Mission for Students

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator and **all** department personnel can clearly articulate the vision **for supporting teaching and learning at schools** through departmental services.	The district administrator and **most** department personnel can clearly articulate the vision **for supporting teaching and learning at schools** through departmental services.	Most personnel are aware of the department's vision for service delivery but **few employees can articulate the relationship** between departmental functions and the support of **teaching and learning at schools**.	The department **lacks a vision** for providing services, **or** there is no visible evidence that the established vision acknowledges the provision of services **within an educational institution**.

Element 8.1 – Understanding and articulating the relationship between departmental services and school conditions for academic success
Element 8.2 – Collaboratively developing and maintaining a common departmental vision that upholds the mission of the district
Element 8.3 – Actively communicating the department's vision with employees and stakeholders
Element 8.4 – Ensuring department personnel understand the relationship between departmental functions and the support and improvement of school instructional programs
Element 8.5 – Engaging departmental personnel in executing duties in a manner consistent with the department's vision

<mark>Component 9</mark> – Using the District's Evaluation Systems Effectively to Support, Monitor and Evaluate the Effectiveness of Department Employees

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator uses employee evaluation elements, rubrics, and feedback practices to develop staff capabilities and focus employee energy on the **continuous improvement of all aspects of the department's functions** and related district priorities.	The district administrator uses employee evaluation elements, rubrics, and feedback practices to develop staff capabilities and focus employee energy on the **continuous improvement of the department's priority functions and operations.**	The district administrator **is inconsistent** in using employee evaluation elements, rubrics, and feedback practices to develop staff capabilities and focus employee energy on the department's priority functions.	The district administrator **seldom uses** employee evaluation elements, rubrics, and feedback practices to develop staff capabilities and focus employee energy on the department's priority functions.

Element 9.1 – Exhibiting knowledge of employee evaluation elements and district procedures for conducting evaluations
Element 9.2 – Providing and receiving timely and actionable feedback to and from employees on the cause and effect relationships between employee professional practices and achievement of department and district goals
Element 9.3 – Aligning employee work tasks with department and district priorities
Element 9.4 – Providing appropriate training and support to facilitate employee growth in alignment with professional responsibilities
Element 9.5 – Recognizing employees for their contributions to the attainment of departmental and district goals
Element 9.6 – Engaging in differentiated professional conversations with high, middle, and low performing employees

Component 10 – Building Employees' Sense of Efficacy for Department and District Improvement

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator's influence on **all department personnel** supervised results in high energy positive attention by employees in support of department and district improvement initiatives.	The district administrator's influence on **the majority of department personnel** supervised results in high energy positive attention by employees in support of department and district improvement initiatives.	Department personnel supervised **inconsistently demonstrate** high energy positive attention in support of department and district improvement initiatives; however, **corrective action plans to change conditions are in place**.	Department personnel supervised **inconsistently demonstrate** high energy positive attention in support of department and district improvement initiatives and **corrective action plans to change those conditions are not evident**.

Element 10.1 – Providing stable department leadership and consistent focus on department and district initiatives to create conditions for employee efficacy

Element 10.2 – Encouraging teamwork and professional community by including both department leaders and employees in decisions that impact their work

Element 10.3 – Providing differentiated means of support for employees in relation to evidence of compliance and skill in implementing the expectations, with flexibility for innovation

Element 10.4 – Using distributive leadership systems both to allow oneself to focus on priority tasks and to build the efficacy and effective leadership of employees in support of department and district priorities

Component 11 – Ensuring Productive Succession and Transition

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Evidence of succession and transition management practices for leadership and high-priority positions supervised is evident with **viable successors in development and/or transition plans present for all priority positions supervised**.	Evidence of succession and transition management practices for leadership and high-priority positions supervised is evident with **viable successors in development and/or transition plans present for most priority positions supervised**.	Evidence of succession and transition management practices for leadership and high-priority positions supervised is **attempted**, with **viable successors in development and/or transition plans present for some priority positions supervised**.	Evidence of succession and transition management practices for leadership and high-priority positions supervised is **lacking**, with **viable successors in development and/or transition plans are rarely present** for priority positions supervised.

Element 11.1 – Recognizing the importance of using distributive leadership practices to build capacity and efficacy for potential successors for leadership and key department roles

Element 11.2 – Mitigating the effects of employee turnover in critical department positions by cross training personnel and implementing plans to manage anticipated transitions

Element 11.3 – Ensuring a smooth transition from one employee to the next by clarifying the department's expectation for the job to be done by incoming employees

Element 11.4 – Ensuring new personnel initially work within the existing department procedures, rather than attempting to rapidly or substantially change them, to avoid negative impact on schools and employees served by the department

Element 11.5 – Supporting district succession plans by identifying (early in their careers) talented employees who have the potential to serve in leadership or high-priority positions

Component 12 – Harnessing Community Energies for District Improvement

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
Communications to community stakeholders provide **frequent opportunities in multiple forms for active engagement** in understanding and supporting district needs and initiatives.	Communications to stakeholders provide <u>recurring</u> **opportunities for understanding and supporting** <u>priority</u> **district needs** and initiatives.	Communications to stakeholders provide <u>occasional</u> **opportunities for understanding and supporting** <u>priority</u> **district needs** and initiatives.	Communications to stakeholders provide **infrequent or ineffective opportunities for sharing information** focused on understanding priority district needs and initiatives with **few or no opportunities** for engagement in support for their success.

Element 12.1 – Developing and modeling strategies focused on the importance of being open to community
Element 12.2 – Effectively communicating information about the district to the community
Element 12.3 – Actively seeking community input and participation in district activities, programs and planning
Element 12.4 – Coordinating and participating in activities that build rapport between the district and community

Component 13 – Using Stakeholder Feedback to Improve Department Climate and Services

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator and personnel supervised **consistently use** stakeholder feedback to evaluate and **measurably improve** department climate and support services.	The district administrator and personnel supervised use stakeholder feedback to **identify priority concerns to improve** department climate and support services.	The district administrator and personnel supervised **are inconsistent in their use** of stakeholder feedback to improve department climate and support services.	The district administrator and personnel supervised **seldom use** stakeholder feedback to improve department climate and support services.

Element 13.1 – Collecting and sharing feedback from all stakeholders (employees, schools, community) to assess and improve departmental climate and services
Element 13.2 – Providing and receiving timely and actionable feedback to and from supervised personnel on the cause and effect relationships between stakeholder perceptions and successful departmental operations
Element 13.3 – Monitoring improvement efforts by department personnel and providing continuous feedback and support
Element 13.4 – Modeling effective reform strategies by visibly engaging in improvement efforts in response to stakeholder feedback

Domain 4 - Professional and Ethical Behaviors

Component 14 - Engaging in Professional Learning to Improve Leadership Practices and Department Operations

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The district administrator **consistently pursues** professional learning opportunities to enhance personal leadership capacity, maintain currency with regulation and industry best-practices **AND** to make a substantial contribution to district priorities and initiatives.	The district administrator **engages in a variety** of professional learning opportunities to enhance personal leadership capacity, maintain currency with regulation and industry best-practices, **OR** to make a substantial contribution to district priorities and initiatives.	The district administrator **engages in some** professional learning opportunities aligned with areas of supervision and responsibility**.**	The district administrator **rarely engages in** professional learning opportunities aligned with areas of supervision and responsibility**.**

Element 14.1 – Participating in professional learning required of department personnel (common learning experiences)
Element 14.2 – Maintaining knowledge of national, state, and local trends and regulations in areas of supervision
Element 14.3 – Improving leadership and management skills through self-initiated professional development
Element 14.4 – Applying current techniques and knowledge to initiate innovative approaches for project management, problem solving, and provision of services to improve departmental and district support of schools and centers

Component 15 - 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 15.1 – Maintaining ethical behavior and avoiding appearances of impropriety

Element 15.2 – Demonstrating professionalism

Element 15.3 – 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 major department initiatives, deliverables, or improvement priorities

Goal 2: Aligned to the Administrative Leadership Standards (ALS)

*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.

Administrative Leadership Standards (ALS)	**60%**

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

Assignment of ALS Effectiveness Rating

The same scale used to rate teachers' instructional practice will be used for the ALS rating for the EAE.

ALS Effectiveness Rating	*ALS Score Ranges
Highly Effective (3 points)	88 – 100% of the possible 57 points
Effective (2 points)	64 – 87.9% of the possible 57 points
Needs Improvement (1 point)	59 – 63.9% of the possible 57 points
Unsatisfactory (0 points)	0 – 58.9% of the possible 57 points

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

Survey Data	**20%**

The EAE will include scores from the spring administration of the district administrator's Employee Engagement Survey scores and the district administrator's Support Card scores.

Assignment of Survey Effectiveness Ratings

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	**20%**

The EAE will include district student growth scores from approved student assessments. The same scale used to rate teachers' student learning growth will be used in the EAE. *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 (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%

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

EAE Area	Weight
Administrative Leadership Standards	60%
Stakeholder Survey Data	20%
Student Learning Growth	20%

Assignment of Summative/Overall Effectiveness Rating

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

Aggregation of Evaluation Measures					
Evaluation Measure	HE	E	NI	U	Weight
ALS	3	2	1	0	60%
Stakeholder Survey Data	3	2	1	0	20%
Student Learning Growth	3	2	1	0	20%
Final Rating	2.5 – 3.0	1.5 – 2.49	0.75 – 1.49	0 – 0.749	100%