

# Escambia Professional Evaluation (EPE) Evidence Matrix

2014 - 2015

## Standards for Employee Excellence (SEE)

**80%**

### Domain 1 – Support of Schools and Departments

#### **Component 1 – Planning for the Provision of Services to Support the District’s Academic Mission for Students**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee can clearly articulate the relationship <b>between the employee’s duties</b> and the support of teaching and learning at schools throughout the district.	The employee can clearly articulate the relationship <b>between the departmental services</b> and the support of teaching and learning at schools throughout the district.	The employee understands the department’s vision for providing support services but <b>cannot articulate the relationship</b> between departmental services and the support of teaching and learning in schools.	The employee cannot articulate the department’s vision for the provision of services.

Element 1.1 – Understanding and articulating the relationship between departmental services and school conditions for academic success

Element 1.2 – Developing and maintaining a personal vision for how the services one provides positively impacts schools

#### **Component 2 – Executing Duties in Alignment with the Department’s Vision for Supporting Schools**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee consistently executes assigned duties in a manner that <b>allows schools to focus on improving teaching and learning.</b>	The employee consistently executes assigned duties in a manner <b>that meets the needs of the department</b> while not requiring undue school participation in activities that are not directly related to teaching and learning.	The employee executes assigned duties by delegating tasks to schools that are unrelated to teaching and learning.	Schools are tangibly impacted by the employee’s failure to execute assigned duties.

Element 2.1 – Accomplishing assigned duties and providing support services in a timely and courteous manner

Element 2.2 – Assuming tasks not **directly related** to “teaching and learning” to allow schools the opportunity to focus on the instructional program

Element 2.3 – Providing services that directly enhance the schools’ instructional program

Element 2.4 – Executing duties in a manner consistent with the department’s vision for supporting teaching and learning

### Domain 2: Performance of Duties

#### **Component 3 – Preparation and Readiness for Duties**

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The employee is consistently prepared to assume and accomplish duties <b>to achieve departmental goals.</b>	The employee is consistently prepared to assume and <b>accomplish duties within the employee’s area of responsibility.</b>	The <b>employee is inconsistently prepared</b> to assume and accomplish <b>priority duties</b> within the employee’s area of responsibility.	The <b>employee is rarely prepared</b> to assume and accomplish assigned duties.

Element 3.1 – Maintaining good attendance and arriving on time

Element 3.2 – Demonstrating aptitude with verbal, non-verbal, and written tasks and directions

Element 3.3 – Accepting responsibility and accountability for the outcome of work assignments

Element 3.4 – Taking initiative in accomplishing tasks without direction or prompting

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### **Component 4 – Setting Goals to Scaffold the Accomplishment of Duties**

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently establishes and monitors professional goals</b> aligned to accomplish all assigned duties.	The employee establishes and monitors professional goals aligned to departmental priorities.	The employee establishes goals aligned to some work projects.	The employee does not set goals aligned to assigned duties.

Element 4.1 – Establishing short term goals aligned to processes, projects, implementations and initiatives for which the employee is responsible

Element 4.2 – Self-monitoring to ensure appropriately-paced progress towards meeting goals and time lines

### **Component 5 – Getting Results**

(6) Highly Effective	(4) Effective	(2) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently exceeds expectations</b> in accomplishing assigned duties.	The employee <b>consistently meets expectations</b> in accomplishing assigned duties.	The employee is <b>inconsistent in meeting expectations</b> in accomplishing duties.	The employee <b>rarely meets expectations</b> in accomplishing assigned duties.

Element 5.1 – Actively seeking to understand established duties and expectations for success

Element 5.2 – Achieving desired results in performing assigned duties

### **Component 6 – Effectively Using Communication Systems**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently uses</b> established communication systems and procedures to keep stakeholders informed regarding the provision of all support services.	The employee uses established communication systems and procedures to keep stakeholders informed regarding the provision of <b>priority support services</b> .	The employee is <b>inconsistent in effectively using</b> established communication systems and procedures to keep stakeholders appropriately informed regarding the provision of services.	The employee <b>does not use, or is ineffective in using</b> established communication systems and procedures to keep stakeholders appropriately informed regarding the provision of services.

Element 6.1 – Maintaining current knowledge of established communication systems and procedures to keep school and department personnel appropriately informed

Element 6.2 – Using appropriate communication channels to relieve school leaders and other faculty members of secretarial duties

Element 6.3 – Providing critical information to school and department personnel through organized methods that can be easily referenced in the future

Element 6.4 – Following up with stakeholders as appropriate to gauge effectiveness of prior communications, offer clarification, and to differentiate support services as needed

## Domain 3: The Department Environment

### **Component 7 –Using Data as a Problem Solving Strategy at the Department and District Level**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently uses</b> data to monitor, problem solve, and <b>continuously improve procedures and outcomes</b> .	The employee uses data to monitor, problem solve and improve <b>priority services and duties</b> .	The employee attempts to use data, but is <b>not yet effective</b> at using data to monitor, problem solve, and improve services and duties.	The employee <b>does not use data</b> to monitor, problem solve, and improve services and duties.

Element 7.1 – Developing and using systems and procedures to collect and analyze data related to assigned duties

Element 7.2 – Collaboratively analyzing data, including stakeholder feedback, to improve procedures and outcomes

Element 7.3 – Using data to manage processes and procedures based on continuous evaluation of outcomes

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### **Component 8 – Coordinating Functional, Cohesive District Support within and across Departments and Divisions**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently coordinates</b> duties, projects, and/or initiatives with other district personnel, across departments when necessary, <b>to comprehensively provide cohesive support.</b>	The employee coordinates duties, projects, and/or initiatives with other district personnel, across departments when necessary, <b>to improve priority services and support.</b>	The employee is <b>inconsistent in coordinating</b> duties, projects, and/or initiatives with other district personnel to improve priority services and support.	The employee <b>rarely coordinates</b> duties, projects, and/or initiatives with other district personnel to attempt to provide cohesive service and support.

Element 8.1 – Working cooperatively as a team to enhance collective success and effectiveness

Element 8.2 – Coordinating initiatives and support services within and across departments and divisions

### **Component 9 – Appropriately Using Departmental Resources in Alignment with Department and District Priorities**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently uses</b> resources <b>in alignment with the department and district's goals.</b>	The employee uses resources <b>in alignment with assigned duties.</b>	The employee <b>inconsistently uses</b> resources in alignment with assigned duties.	Some <b>goals are not achieved</b> as a result of <b>misallocation or misuse</b> of departmental resources.

Element 9.1 – Using resources appropriately to accomplish duties

Element 9.2 – Aligning the use of limited departmental resources with department and district goals

## Domain 4 - Professional and Ethical Behaviors

### **Component 10 - Engaging in Continuous Learning to Improve Professional Practices**

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>consistently pursues</b> professional learning opportunities to enhance professional practices, maintain currency and industry best practices and district initiatives.	The employee <b>attends all required and recommended</b> professional learning opportunities to enhance professional practices, maintain currency and industry best practices and district initiatives.	The employee is <b>inconsistent</b> in engaging in <b>required</b> professional learning opportunities.	The employee <b>is does not engage in</b> professional learning opportunities.

Element 10.1 – Participating in required professional learning

Element 10.2 – Maintaining knowledge of industry best practices and related district initiatives

Element 10.3 – Improving professional skills through self-initiated professional development

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### Component 11 - Demonstrating Ethical Behavior

(3) Highly Effective	(2) Effective	(1) Needs Improvement	(0) Unsatisfactory
The employee <b>abides by the spirit, as well as the intent</b> , of policies, laws, and regulations that govern the district and the education profession in the state of Florida, and <b>inspires others within the organization to abide by that same behavior</b> .	The employee <b>abides by all</b> policies, laws, and regulations that govern the district and the education profession in the state of Florida.	The employee's behaviors <b>enable recurring misunderstanding</b> and misperceptions about the employee's conduct and ethics, and the employee has only general recollection of issues addressed in the Code and Principles, and regulations governing the education profession in the state of Florida.	The employee's patterns of behavior <b>are inconsistent with</b> 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 11.1 – Maintaining ethical behavior and avoiding appearances of impropriety

Element 11.2 – Demonstrating professionalism

Element 11.3 – Exemplifying the district's Standards of Behavior

### PDP - Plan for Deliberate Practice

(6) 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 Standards for Employee Excellence

**\*Award of points for the PDP is based on whether or not the employee 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 employee receives credit for completing the PDP. If the activities were not completed throughout the year as described, then the employee does not receive credit for the PDP.**

### Standards for Employee Excellence (SEE)

**80%**

The employee's Standards for Employee Excellence (SEE) rating will be comprised of component level scores earned on the SEE framework along with points earned from completing the Plan for Deliberate Practice (PDP).

#### Assignment of SEE Effectiveness Rating

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

SEE Effectiveness Rating	Score Ranges
Highly Effective	88 – 100% of the possible 48 points
Effective	64 – 87.9% of the possible 48 points
Needs Improvement	59 – 63.9% of the possible 48 points
Unsatisfactory	0 – 58.9% of the possible 48 points

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

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**Survey Data** **10%**

The EPE will include scores from the spring administration of the department's Support Card scores.

**Assignment of Survey Effectiveness Ratings**

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

**Student Learning Growth** **10%**

The EPE 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 EPE.

**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 EPE will be averaged with their respective weights:

EPE Area	Weight
Standards for Employee Excellence (SEE)	80%
Support Card Score	10%
Student Learning Growth	10%

**Assignment of Summative/Overall Effectiveness Rating**

The same scale used to arrive at a summative rating for teachers will be used in the EPE.

**Aggregation of Evaluation Measures**

Evaluation Measure	HE	E	NI	U	Weight
Standards for Employee Excellence	3	2	1	0	80%
Support Card Score	3	2	1	0	10%
Student Learning Growth	3	2	1	0	10%
<b>Final Rating</b>	<b>2.5 – 3.0</b>	<b>1.5 – 2.49</b>	<b>0.75 – 1.49</b>	<b>0 – 0.749</b>	<b>100%</b>

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