SCHOOL DISTRICT OF CLAY COUNTY

PERFORMANCE APPRAISAL SYSTEM

CLAY COUNTY PERFORMANCE APPRAISAL SYSTEM

The Clay County Performance Appraisal System is based upon the belief that the appraisal of employees should be fundamentally developmental and rewarding, both to the individual and to the organization. The appraisal system is also based upon the Florida Principal Leadership Standards and basic tenets of effective schools research. The Clay County Performance Appraisal system recognizes that the appraisal of school administrators must be primarily based on the performance of students assigned to their schools. Continuous professional growth of the employee is the goal of appraisal.

The Clay County School Board and the Superintendent are committed to the goal of ensuring that the Clay County Performance Appraisal System reflects the following standards and characteristics:

1. Promotes the growth and development of the individual and the continuous improvement of the organization;

2. Is fair, equitable and legally sound;

3. Has a procedure for collection, retrieval, and use of data from a variety of sources to provide feedback to the administrator;

4. Provides data for recognizing high performance through a variety of means;

5. Considers the specific conditions of the site;

6. Allocates time to plan, coach, and counsel for higher performance;

7. Provides levels of appraisal;

8. Provides orientation on the system and skill development in observing, monitoring, coaching, and counseling for those involved in the system;

9. Recognizes the changing role of school administrators and their role in school improvement;

10. Reflects opportunities for self-direction and self-appraisal.

Goal

The Clay County Performance Appraisal System has as its goal to appraise the progress, stimulate the development and meet the learning needs of the administrator while also meeting the needs of the organization.

Purpose

1. To appraise the performance of administrative personnel in terms of well-defined role expectations;

2. To provide a means for mutually arriving at performance expectations while taking into consideration the site-specific conditions;

3. To provide for periodic and regular feedback to the administrator for the purpose of coaching, counseling, and assisting with meeting the administrator's negotiated performance goals;

4. To provide for continuous professional development of the administrator with career counseling and assistance in meeting professional development and advancement goals;

5. To identify training/development needs of administrators;

6. To provide a firm basis for improving the effectiveness of the schools and the school district through improving and developing the educational leadership of the school and the district;

7. To provide a more objective basis for making important personnel decisions;

8. To recognize high performance by administrators;

9. To recognize the ever changing role of the principal in school improvement and instructional leadership.

Fairness, Equity and the Legal Basis For Assessment

As stated earlier, the Clay County Performance Appraisal system is designed to be fair, equitable and legally sound. Procedures are included to encourage communication relative to expectations and site conditions. Board approved job descriptions are available for review. This system is not designed to "catch people performing poorly" but rather to recognize success and provide feedback and coaching for administrators who need assistance to improve performance.

The protection of the legal rights of administrators being evaluated is one of the characteristics upon which the Clay County Performance Appraisal system is based. Personnel decisions made as a result of the appraisal process will be based upon legally defensible standards. Clay County School Board policy prohibits discrimination on the basis of race, religion, color, sex, marital status, age, national origin or disability. This applies also to the appraisal process. Complaints relative to discrimination in the appraisal process can be addressed by filing a complaint with the Assistant Superintendent for Human Resources.

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Any administrator, who is disabled and needs reasonable accommodations at any stage of the appraisal process, will need to notify his/her appraiser in advance so that appropriate arrangements can be made.

Job Expectations and Site Considerations

Administrators can directly influence their job expectations through participation in the process of arriving at mutually agreed upon professional development goals and by reviewing the job description prior to the required pre-evaluation conference. Administrators can clearly know what is expected by engaging in the following activities:

1. Reviewing the School District of Clay County job description for the position;

2. Reviewing the list of local site job duties;

3. Discussing any questions or concerns regarding expectations during the required pre-evaluation and subsequent conferences;

4. Clarifying expectations during conferences designed to set mutually agreed upon goals for the administrators' professional development plans (PDP).

During the administrator's annual pre-evaluation conference, the ~~evaluator~~ administrator will share district-wide or school-based goals. The administrator is ~~encouraged~~ required ~~to develop a Professional~~ to complete an Individual Leadership Development Plan (ILDP) for the year, incorporating his/her individual goals for professional growth with those of ~~the goals and directions of~~ the district and the ~~work~~ school site.

Job expectations will be mutually determined through a series of meetings with the appraiser. During these meetings, expectations will be clarified and goals for professional development will be implemented on an Individual Leadership Development Plan ~~a~~ and/or on a ~~p~~Professional ~~d~~Development ~~p~~Plan (PDP) as needed. A (PDP) is required for administrators who demonstrate a deficiency in one or more Leadership Standards. ~~in years one, two and three~~.

The appraisal process will provide opportunities to suggest strategies necessary to achieve improvement and meet development objectives. Resources that are available which may help the administrator achieve goals may be noted. Workshops and professional conferences may be attended. Coaching and mentoring may be used through contacts with other administrators/staff members in the district. Release time for shadowing effective administrators may also be utilized.

The appraiser will take into account the unique characteristics of the site the administrator is assigned to in making appraisal decisions. Site data will be collected from a variety of sources. In establishing expectations, the appraiser will consider system problems which may have affected the performance of the administrator. As appraisal data are shared, common problems and issues can be brought to the attention of administrators in charge of the school/district

improvement plan process. It is through this process that system-wide initiatives for improvement are developed which may impact the entire district.

The appraiser needs to provide assistance and improvement strategies for the appraisee to assist in meeting job expectations. Appropriate feedback should be provided if any area needing improvement is discovered. Monitoring of an administrator's ILDP or PDP is required of the appraiser and may need to be more frequent if the administrator is experiencing difficulty. New strategies and activities should be suggested in order for an administrator to have alternate ways to demonstrate skills or competencies in need of improvement.

Performance Appraisal: Data Collection and Feedback

Administrators are appraised primarily based upon the results of disaggregated student data for the purpose of assessing adequate yearly progress for all students.

1. Florida Comprehensive Achievement Test (FCAT)
2. ~~ThinkLink~~ Discovery Education Assessment (DEA)
3. ~~Brigance~~
4. ~~DIBELS~~ Florida Assessment in Reading (FAIR)
5. International Baccalaureate Exams
6. Advanced Placement Exams
7. ACT
8. SAT
9. District Benchmark Assessments
10. Advanced International Certificate of Education (AICE)
11. ~~STAR (Accelerated Reader Assessment)~~ End of Course Exams

Other student performance measures may be added or some of the above deleted as refinements are made in the process of assessing student performance.

Administrators are also appraised based upon their ability to establish and maintain positive collaborative relationships with students' families resulting in an increase in student achievement. The individual administrator's actions are evaluated to determine whether the administrator implements strategies and activities with school families which lead to improved achievement.

The Clay County Performance Appraisal System has procedures for the collection, retrieval and use of data to provide necessary feedback. The appraisal system will utilize the following variety of sources of data:

1. Work site analysis;

2. Assessment of the School Improvement Plan and its implementation;

3. Information system technology and school reports;

4. Reports from direct supervision;

5. Climate surveys;

6. Student performance measures;

7. Division heads' comments provided to the appraiser upon request;

8. Other relevant site-specific data sources;

The appraisal will be based upon a minimum of two conferences (if required for the experience level of the Administrator being evaluated) and will include, as a major component of the appraisal conference, an opportunity for the administrator to provide input, from his/her perspective, regarding the appraisal process, the unique site conditions, and suggestions for his/her own professional development. An administrator in ~~years one, two, and three need an~~ in need of improvement as identified by a PDP will require an interim meeting with ~~DPD~~ PDP monitoring.

All information collected by the appraiser for the appraisal process will remain confidential as required by Florida statutes. All appraisers will be trained in the legal requirements of personnel record keeping and the requirements, under Florida statutes, regarding maintaining confidentiality in the appraisal process.

The appraisal system will address system-wide problems that are discovered through yearly feedback on the appraisal process.

Performance Appraisal and Recognition

Multiple data sources will be utilized in making personnel decisions. Utilizing these multiple data sources, appraisers will recognize outstanding administrators, teams or schools. Administrators and or schools who demonstrate outstanding performance will be recognized by the Superintendent. Administrators may also be recognized if their school demonstrates outstanding academic performance. Administrators achieving School Principal certification are given special recognition at a School Board meeting. Letters of Commendation may be prepared and placed in the administrator's personnel file. Outstanding performance by leadership teams will be recognized in a similar fashion. Outstanding principals may be nominated for state recognition.

Written performance appraisal forms are submitted annually to the Superintendent for his/her review and signature prior to the decision to reappoint the administrator for the next school year. The Superintendent will take into consideration the appraisal of the administrator as one factor in his/her final decision as to whether to appoint or not appoint the administrator to his/her present position. The Superintendent uses appraisal data to consider administrators for appointment to other positions, select high performing administrators for recognition, identify competencies and skills which need to be developed and suggest methods and resources for improvement, or initiate dismissal procedures if needed. Dismissal procedures are outlined in Clay County

School Board policy. School-based administrators will receive a ~~satisfactory evaluation with thirty indicators marked on the evaluation with five or more in each area. District-based administrators need twenty-two with five in each area.~~ rating of "highly effective", "effective", "needs improvement" or "unsatisfactory". The appraisal is divided into two components. Component one includes evidence of effective leadership practices as identified by the Florida Leadership Standards. Component two is based on student performance goals and outcomes. Administrators must receive the maximum points available in component two to be "highly effective". For information regarding the appraisal ratings, see the spreadsheet in Appendix. District based administrators, evaluated on the District Administrating Performance Appraisal form, need twenty two indicators marked with five or more in each area.

Appraisal Appeal Process

An administrator who fails to meet mutually agreed upon expectations will be allowed to review the data used to reach this judgment. The administrator may appeal his/her evaluation through a three-step appeal process.

1.   Appeal Process For Administrator Not Evaluated Directly By The Superintendent

Level I – Within ten (10) working days of the post-observation conference, the administrator may request in writing a meeting with his/her appraiser for the purpose of appealing his/her appraisal. The meeting must take place with five (5) working days of receipt of the written request from the administrator. The decision resulting from this meeting must be provided by the appraiser with three working days of the appeal meeting.

Level II – Within ten (10) days of the decision at Level I the administrator may appeal the Level I decision to a committee composed of: (1) the Assistant Superintendent of Human Resources, (2) another Assistant or Deputy Superintendent who did not appraise the administrator appealing, and (3) a Principal selected by the administrator who is appealing. A chairperson shall be selected by the Superintendent. The committee will meet within ten (10) working days of receipt of the administrator's written request for appeal of the Level II decision. The decision from the deliberation of this committee must be rendered within five (5) working days of the meeting.

Level III – Should the administrator not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Superintendent. Such appeal shall be made in writing by the administrator within ten (10) working days of the Level II decision and must cite the rational for the appeal. The Superintendent will review the appraisal information and all information produced at the Level II appeal and will render a judgment within five (5) working days of receipt of the administrator's appeal.

2.   Appeals Process For Administrator Evaluated Directly By the Superintendent

Level I – Within ten (10) working days of the post-observation conference, the administrator may request in writing a meeting with the Superintendent for the purpose of appealing his/her appraisal. The meeting must take place within five (5) working days of receipt of the written

request from the administrator. The decision resulting from this meeting must be provided by the appraiser within three working days of the appeal meeting.

Level II – Within ten (10) days of the decision at Level I the administrator may appeal the Level I decision to a committee composed of: (1) the Deputy Superintendent, (2) another Assistant Superintendent who did not appraise the administrator appealing, and (3) a Principal/Administrator selected by the administrator who is appealing. The Deputy Superintendent shall serve as chairperson of this committee. The committee will meet within ten (10) working days of receipt of the administrator's written request for appeal of the Level II decision. The decision from the deliberation of this committee must be rendered within five (5) working days of the meeting.

Level III – Should the administrator not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Assistant Superintendent of Human Resources. Such appeal shall be made in writing by the administrator within ten (10) working days of the Level II decision and must cite the rational for the appeal. The Assistant Superintendent will review the appraisal information and all information produced at the Level II appeal and will render a judgment with five (5) working days of receipt of the administrator's appeal.

Conferring and Coaching for Higher Performance

The Clay County Performance Appraisal System recognizes the importance of coaching for improved performance and the need for continuous improvement of the employee. Experienced school leaders serve as mentors to beginning administrators. Regularly scheduled conferences will be held between the appraiser and apraisee during which job expectations, performance expectations, and the particular unique context of the work or school site will be discussed. The conferences will provide opportunity for the appraiser to communicate to the administrator his/her understanding of the administrator's responsibilities. Constructive feedback will be provided at each conference. The feedback provided will be based on input received from the administrator, peers, teachers, parents and other stakeholders.

The supervisor will provide feedback which focuses on the specific behaviors of the administrator. Corrective feedback, if needed, will be given as soon as possible and will also consist of suggestions for improvement and the opportunity for coaching for improved performance. The conference should focus on the strengths of the administrator and provide support to assist the individual in his/her professional development. The focus of the conference should be on remaining empathetic, focusing on the individual's strengths, probing for alternative solutions and striving to maintain the individual's self-esteem. The appraisee will be asked to provide suggestions for his/her own self-improvement. Principals with three years or less experience in Clay County will be provided a mentor in order to provide support towards meeting Florida Principal Leadership Standards.

Levels of Appraisal

This appraisal system will strive to provide feedback to continuously improve the knowledge and skills of the administrator regardless of his/her current stage of development. It is recognized

that new administrators need more frequent assistance, feedback and training than those who are more experienced in administrative positions. Support will be provided at each stage of development.

An administrator in the early stages of an administrative position needs to be assessed based upon:

1. His/her demonstration of the Florida Principal Leadership Standards;

2. His/her demonstration of instructional leadership;

3. The individual's ability to utilize data from the job and /or site analysis and student assessment data;

4. The administrator's performance of job functions and tasks;

5. His/her ability to learn about the culture of the school and its needs;

6. The management skills evident in the operation of the school;

7. His/her understanding of the culture and ability to generate a positive school climate which impacts progress toward school improvement.

An experienced administrator needs to be assessed in a different fashion. The appraisal for an experienced administrator should be based upon:

1. The effects of leadership;

2. The shaping and changing of the culture in the work site/school;

3. The results of the school improvement team efforts and student performance;

4. The implementation of a vision and a mission;

5. The effects of professional development that is tied to the performance of administrators, teachers and students;

6. The ability to mentor others to become future school leaders or principals.

The appraisal of an experienced administrator should be more focused on a team approach through collective feedback from a variety of sources.

The Clay County Performance Appraisal system will consider all principals and assistant/vice principals who have been appointed less than three years as administrators in the early stage. These administrators will be appraised in the following distinct ways:

1. They will be expected to have a detailed ~~PDP~~ ILDPkeyed into improving their abilities to demonstrate the Florida Principal Leadership Standards and based upon an analysis of areas of individual professional development needs;

2. Conferences and feedback will be scheduled on a more frequent basis which will sometimes be conducted by appraisers other than the one assigned to them;

3. They will be directed to outside resources and methods of assistance.

4. Mentors are assigned to assist new Principals.

Principal and Assistant/Vice Principals who have been appointed for more than three years and who have been appraised at a satisfactory level will be classified in the later developmental stage. Assistant/Vice Principals who gain Level II principal certification will also be classified in the later state.

The Superintendent or designee may require that an administrator at either stage be placed on a PDP if deemed necessary for the good of the individual and the district. The Superintendent may also require an administrator at a later developmental stage be placed at an earlier appraisal stage for the purpose of providing more frequent feedback and assistance.

Orientation to the Clay County Performance Appraisal System

Appraisers need to be knowledgeable of the appraisal system in order to be more effective facilitators of the district Human Resource Management Development plan. The people who are being appraised need to know the rationale, intent, and procedures of the performance appraisal system. Training workshops for both parties will be provided in the following areas of personnel performance appraisal:

1. The relationship between performance appraisal and the priorities of the school/district;

2. Legal requirements such as due process rights, policies, rules, and laws;

3. Techniques to orient personnel about performance criteria and procedures, the district's mission, and related objectives;

4. Observation skills;

5. Use of data collection tools and data analysis skills;

6. Written documentation;

7. Conferencing, coaching and feedback skills;

8. Performance growth and development process, appraisal of progress, and follow up.

An orientation will be held for all new HRMD program participants so that they clearly understand the administrative appraisal requirements of the appraisal system.

~~Parental/Teacher~~ Stakeholder's Input

Annually every parent and teacher has the opportunity to evaluate the effectiveness of school administrators by completing and returning the parent/faculty survey form sent out by the School Advisory Council. Additionally, parents and teachers may submit in writing concerns or commendations relative to an administrator's performance. The results of surveys are reviewed by the School Advisory Council, the school administration, and by those evaluating administrators. Input from these sources may assist the administrator's evaluator in recognition of areas of superior performance or identification of performance in need of improvement. Key stakeholders will be asked to complete a stakeholder survey aligned to the Florida Leadership Standards. Stakeholders will provide feedback regarding the degree to which effective leadership practices and activities are evident at their school site.

APPENDIX

CLAY DISTRICT SCHOOLS
District Administrative Performance Appraisal

Name: _____ Division/Department: _____ School Year: _____

Position: _____ Social Security # _____-_____-_____

I. PRE-EVALUATION Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy.

_____ _____ _____ _____
Employee's Signature   Date   Evaluator's Signature/Title   Date

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II. PROFESSIONAL DEVELOPMENT PLAN

A Professional Development Plan is required for this employee: Yes _____ No _____.(If Yes, Please Attach)

_____ _____ _____
Employee's Signature   Evaluator's Signature   Date Initiated

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III.
A.   **PROGRAM LEADERSHIP/ACCOUNTABILITY** (Check all that apply)

1	Sets annual goals consistent with the district's mission and strategic planning	
2	Uses data as a component of planning	
3	Provides leadership and engages staff in ongoing study of current best practices	
4	Demonstrates knowledge of program evaluation	
5	Administers policies that provide a safe environment	
6	Uses resources through a fiscally responsible management plan to achieve goals	
7	Uses multiple sources of data to make decisions and monitor improvement towards goals	
8	Understands how to use diagnostic tools to assess, identify, and apply problem solving strategies	
9	Works with staff to identify strategies for annual improvement	

B.   **OPERATIONAL LEADERSHIP** (Check all that apply)

1	Manages daily operations with dependability and a commitment to district mission	
2	Explains and defends decisions made thoroughly and effectively	
3	Uses others to assist in the accomplishment of organization goals through delegation	
4	Supports student learning when making decisions within the department or division	
5	Makes decisions in a timely fashion using the best available information	
6	Uses technology as needed within the scope of the department or division	
7	Demonstrates an understanding of the methods and principles of personnel evaluation	
8	Operates within the provisions of the contract as well as established enforcement and grievance procedures	
9	Sets high expectations and standards for the performance of all with regard to quality and productivity	
10	Empowers others to achieve personal, professional and organizational goals and acts as a mentor as needed within the department or division to develop leaders	

B. OPERATIONAL LEADERSHIP, Continued (Check all that apply)

11	Creates, models and implements a set of values consistent with the district's mission	
12	Develops well-reasoned educational beliefs	
13	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	
14	Demonstrates ability to make decisions within an ethical context	

C. DISTRICT LEADERSHIP (Check all that apply)

1	Works with others to communicate and achieve the district's vision through demonstrated leadership	
2	Handles crisis management and conflict resolution effectively	
3	Uses a shared leadership decision-making model in the operation of the district as needed	
4	Actively engages the community to promote district success when needed	
5	Is perceptive and tactful in dealing with diverse individuals and groups through effective interpersonal skills	
6	Uses effective oral and written communication	
7	Has a plan for the hiring and retention of a diverse staff	

IV. CONFERENCES:

Date	Employee's Initials	Evaluator's Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____

V. OVERALL PERFORMANCE RATING: (Please circle appropriate rating) Satisfactory or Unsatisfactory

Evaluator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Superintendent's Recommendation:

Appointed _____ Not Appointed _____ Hold for Evaluation _____

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CLAY COUNTY DISTRICT ADMINISTRATOR APPRAISAL PROCESS

Pre-Evaluation conference held between Administrator and Evaluator verifying understanding of evaluation process and observations/documentation needed to mark competency indicators

Professional Development Plan prepared if required, setting goals and objectives for improvement/site conditions considered

Data collected from variety of sources

Interim conference held as needed

Informal conferences held for coaching / mentoring

Appeal process implemented if Appraisee disagrees with evaluator

Data collected from variety of sources

Overall appraisal conference held

If Appraisee agrees with evaluation

If Appraisee disagrees with evaluation, appeal process implemented

Evaluations reviewed by Superintendent and recommendation for reappointment sent to School Board

Board action to appoint administrator taken

Delete

CLAY DISTRICT SCHOOLS
School-Based Administrative Performance Appraisal

Name: _____ School: _____ School Year: _____

Position: _____ Social Security # _____ - ____ - _____

I. PRE-EVALUATION Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy.

_____ _____ _____ _____
Employee's Signature   Date   Evaluator's Signature/Title   Date

II. PROFESSIONAL DEVELOPMENT PLAN
  A. Professional Development Plan is required for this employee: Yes _____ No _____ (If Yes, Please Attach)

_____ _____ _____
Employee's Signature   Evaluator's Signature   Date Initiated

III.
A. INSTRUCTIONAL LEADERSHIP (Check all that apply)

1	Sets annual learning gains, school improvement goals and other targets for instructional improvement for all students	
2	Uses data as a component of planning for instructional improvement	
3	Provides instructional leadership and engages staff in ongoing study of current best practices	
4	Is aware of research on instructional effectiveness and will use it as needed	
5	Demonstrates knowledge of student performance evaluation	
6	Administers policies that provide a safe school environment	
7	Plans for the accomplishment of strategic instructional goals	
8	Manages the daily operations of the school	
9	Uses school resources to achieve curricular and instructional goals	
10	Uses data to assess and monitor school improvement	
11	Uses multiple sources of data to make decisions and select instructional improvement processes	
12	Monitors and assesses student progress	
13	Understands how to use diagnostic tools to assess, identify, and apply instructional improvement	
14	Works with staff to identify strategies for improving student achievement appropriate to the school population	

B. OPERATIONAL LEADERSHIP (Check all that apply)

1	Explains and defends decisions made	
2	Uses data to make operational decisions	
3	Uses others to assist in the accomplishment of organization goals through delegation	
4	Supports student learning when making curricular and instructional decisions	
5	Makes decisions in a timely fashion using the best available information	
6	Models the use of technology as a tool in support of both educational and community activities	
7	Develops an effective teacher professional development plan to increase technology usage	

B. OPERATIONAL LEADERSHIP, Continued (Check all that apply)

8	Uses multiple data sources to work with teachers to plan for individual professional development	
9	Demonstrates an understanding of the methods and principles of personnel evaluation	
10	Operates within the provisions of each contract as well as established enforcement and grievance procedures	
11	Sets high expectations and standards for the performance of all teachers and acts as a mentor for administrative staff	
12	Empowers others to achieve personal, professional and organizational goals	
13	Creates, models and implements a set of values for the school	
14	Develops well-reasoned educational beliefs based upon an understanding of teaching and learning	
15	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	
16	Demonstrates ability to make decisions within an ethical context	

C. SCHOOL LEADERSHIP (Check all that apply)

1	Works with staff, students and families to communicate and achieve the school's vision	
2	Effectively communicates in oral and written form	
3	Handles crisis management and conflict resolution effectively	
4	Uses shared leadership and decision-making model in the operation of the school	
5	Actively engages the community to promote student and school success	
6	Provides opportunities to involve family and community in a broad range of school activities	
7	Interacts effectively with diverse individuals and groups	
8	Is perceptive and tactful in dealing with diverse individuals and groups	
9	Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations as needed	
10	Has a plan for the hiring and retention of a diverse staff	

IV. CONFERENCES:

Date	Employee's Initials		Evaluator's Comments

V. OVERALL PERFORMANCE RATING: (Please circle appropriate rating)   **Satisfactory**   or   **Unsatisfactory**

Evaluator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____
And Recommendation:

Appointed _____   Not Appointed _____   Hold for Evaluation _____

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SCHOOL DISTRICT OF CLAY COUNTY
SCHOOL-BASED ADMINISTRATIVE APPRAISAL INSTRUMENT

Administrator: _____ S.S.# XXX-XX-_____ School Year: _____

School: _____ Job Title: _____

Performance Rating Indicators:

Not evident in school and/or practice = 0
Needs improvement, somewhat or occasionally evident in school and/or practice = 1
Usually evident in school and/or practice = 2
Highly effective and consistently evident, with practices that elaborate or exceed expectation = 3

The shaded portion of each indicator will be used to identify strengths and weaknesses during each administrator's pre-evaluation conference.
The non-shaded portion will be used to note the post-evaluation score for each indicator.

	INDICATORS	3	2	1	0
Component 1: **Florida Leadership Practices** **STANDARD: One** **Vision** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Administrator, in collaboration with school stakeholders, such as the School Advisory Committee, uses multiple sources of data and assists in analyzing data to establish rigorous school improvement goals and strategies as they relate to student achievement and instructional programs.				
	Administrator promotes high expectations for teaching and learning and demonstrates a commitment to doing the work required for continuous school improvement.				
	Administrator communicates effectively to all stakeholders the school improvement goals and progress toward meeting the established goals.				
	Administrator develops and participates in a process to regularly monitor, evaluate and revise school improvement goals.				
PRE-EVALUATION	TOTAL: 9				
POST-EVALUATION	TOTAL: 9				

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Table 1

STANDARD: Two	INDICATORS	3	2	1	0
Instructional Leadership The administrator promotes a learning culture, provides an effective instructional program, and applies best practices to student learning.	Administrator provides leadership for assessing, developing, and improving the school culture and instructional program that is conducive to student learning.				
	Administrator can articulate the desired school instructional program and shows evidence about how he or she reinforces the instructional program and culture.				
PRE-EVALUATION	TOTAL: 6				
POST-EVALUATION	TOTAL: 6				

Table 2

STANDARD: Three	INDICATORS	3	2	1	0
Learning Accountability and Assessment The administrator monitors the success of all students and aligns the curriculum, instruction and assessment process to promote effective student performance; The administrator uses a variety of benchmark, learning expectations and feedback measures to ensure accountability for all participants engaged in the educational process.	Administrator participates in monitoring and evaluating the effectiveness of the curriculum, instruction and assessment of students.				
	Administrator evaluates staff and provides on-going coaching and support for improvement.				
PRE-EVALUATION	TOTAL: 6				
POST-EVALUATION	TOTAL: 6				

STANDARD: Four

Managing the Learning Environment

The administrator manages the organization, operations, facilities and resources in ways that maximize the use of resources. The administrator manages a safe, efficient, and effective learning environment.

INDICATORS	3	2	1	0
Administrator manages fiscal and physical resources responsibly, efficiently, and effectively.				
Administrator protects instructional time by managing operational procedures to maximize learning.				
Administrator efficiently manages his or her time so that teaching and learning are a high priority.				
Administrator works to ensure a safe and secure school and a culture that is conducive to teaching and learning.				
PRE-EVALUATION	TOTAL: 12			
POST-EVALUATION	TOTAL: 12			

STANDARD: Five

Decision Making

The administrator plans effectively using critical thinking and problem solving techniques. The administrator uses student data to guide the decision making process.

INDICATORS	3	2	1	0
Administrator addresses and resolves issues as they arise, in a timely manner, and works to prevent potential problems.				
PRE-EVALUATION	TOTAL: 3			
POST-EVALUATION	TOTAL: 3			

STANDARD: Six

Technology

The administrator plans and fosters the integration of technological and electronic tools in teaching, learning, management, research, and communication.

INDICATORS	3	2	1	0
Administrator aligns school improvement goals with those of the district's technology plan where applicable.				
Administrator supports and models the use of technology as an effective tool for enhancing teaching and learning.				
PRE-EVALUATION	TOTAL: 6			
POST-EVALUATION	TOTAL: 6			

STANDARD: Seven

Human Resources Development

The administrator creates a culture of continuous learning for adults tied to student learning and other school and district goals.

INDICATORS	3	2	1	0
Administrator helps to ensure that staff has professional growth that is specific to their individual learning needs based upon student performance.				
Administrator provides time weekly for staff to meet collaboratively for the purpose of analyzing student data, instructional planning and sharing of effective instructional practices.				
Administrator assists instructional staff in the analysis of student and teacher performance data and the establishment of an annual Individual Professional Development Plan.				
Administrator fairly and systematically recognizes accomplishments of staff and students towards a positive school culture.				
Administrator chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school or district.				
PRE-EVALUATION	TOTAL:15			
POST-EVALUATION	TOTAL: 15			

STANDARD: Eight

Ethical Leadership

The administrator acts with integrity, fairness and honesty in an ethical manner.

INDICATORS	3	2	1	0
Administrator complies with federal, state, and board policies,				
Administrator maintains confidentiality and privacy of school records, including student or staff information.				
Administrator is fair and consistent when dealing with students and staff.				
Administrator demonstrates values, beliefs, and attitudes that inspire all students and staff to higher levels of performance.				
PRE-EVALUATION	TOTAL: 12			
POST-EVALUATION	TOTAL: 12			

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STANDARD: Nine	INDICATORS	3	2	1	0
Community Stakeholder Partnerships The administrator actively engages the community to create shared responsibility for student and school success.	Administrator is accessible and approachable by staff, families and community and is visible in the school community.				
	Administrator fosters and maintains a positive professional relationship with staff.				
	Administrator is respectful of others' opinions.				
PRE-EVALUATION	TOTAL: 9				
POST-EVALUATION	TOTAL: 9				

STANDARD: Ten	INDICATORS	3	2	1	0
Diversity The administrator understands, responds, and influences the personal, political, economic, legal, and cultural relationships.	Administrator demonstrates an appreciation for and sensitivity to diversity in the school.				
	Administrator develops a school culture that is flexible, collaborative, innovative and supportive of efforts to improve achievement of all students.				
PRE-EVALUATION	TOTAL: 6				
POST-EVALUATION	TOTAL: 6				

54

Component 2: Student Improvement	INDICATORS	3	2	1	0
State Statute requires that no less than half of the overall performance evaluation be based on measures of student performance.	Administrator uses school and district data and related goals from the school/district improvement process to set his or her personal annual leadership development goals. Data shall include school or district accountability data, state assessment data and other appropriate assessment data.				
	Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.				
	Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.				
	Administrator reflects on goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate.				
PRE-EVALUATION	TOTAL: 12				
POST-EVALUATION	TOTAL: 12				

Pre-Evaluation:

_____   _____
Signature of Administrator   Signature of Evaluator

_____
Date

Comments:

Post-Evaluation:

_____   _____
Signature of Administrator   Signature of Evaluator

_____
Date

Comments:

School Administrator Final Evaluation Report 2010 - 2011

Component 1: Florida Leadership Practices

	49 Percentage Pts Possible	Point Range
Highly Effective	46 - 49%	79 - 84 pts.
Effective	35 - 45%	60 - 78 pts.
Needs Improvement	24 - 34%	42 - 59 pts.
Unsatisfactory	Below 24%	0 - 41 pts.

Component 1		Points Possible	Post-Eval
	Standard 1	9	9
	Standard 2	6	6
	Standard 3	6	6
	Standard 4	12	12
	Standard 5	3	3
	Standard 6	6	6
	Standard 7	15	15
	Standard 8	12	12
	Standard 9	9	9
	Standard 10	6	6
	SUB TOTAL	84	84
Percentage Point Equivalent		0.005833	49.00%

Component 2: School Improvement

	51 Percentage Pts Possible	Point Range
Highly Effective	51%	12 pts.
Effective	38 - 50%	9 - 11 pts.
Needs Improvement	25 - 37%	6 - 8 pts.
Unsatisfactory	Below 25%	0 - 5 pts.

Component 2		Points Possible	Post-Eval
	SUB TOTAL	12	12
Percentage Point Equivalent		0.0425	51.00%

Final Rating

Highly Effective	96 - 100%
Effective	75 - 95%
Needs Improvement	50 - 74%
Unsatisfactory	Below 50%

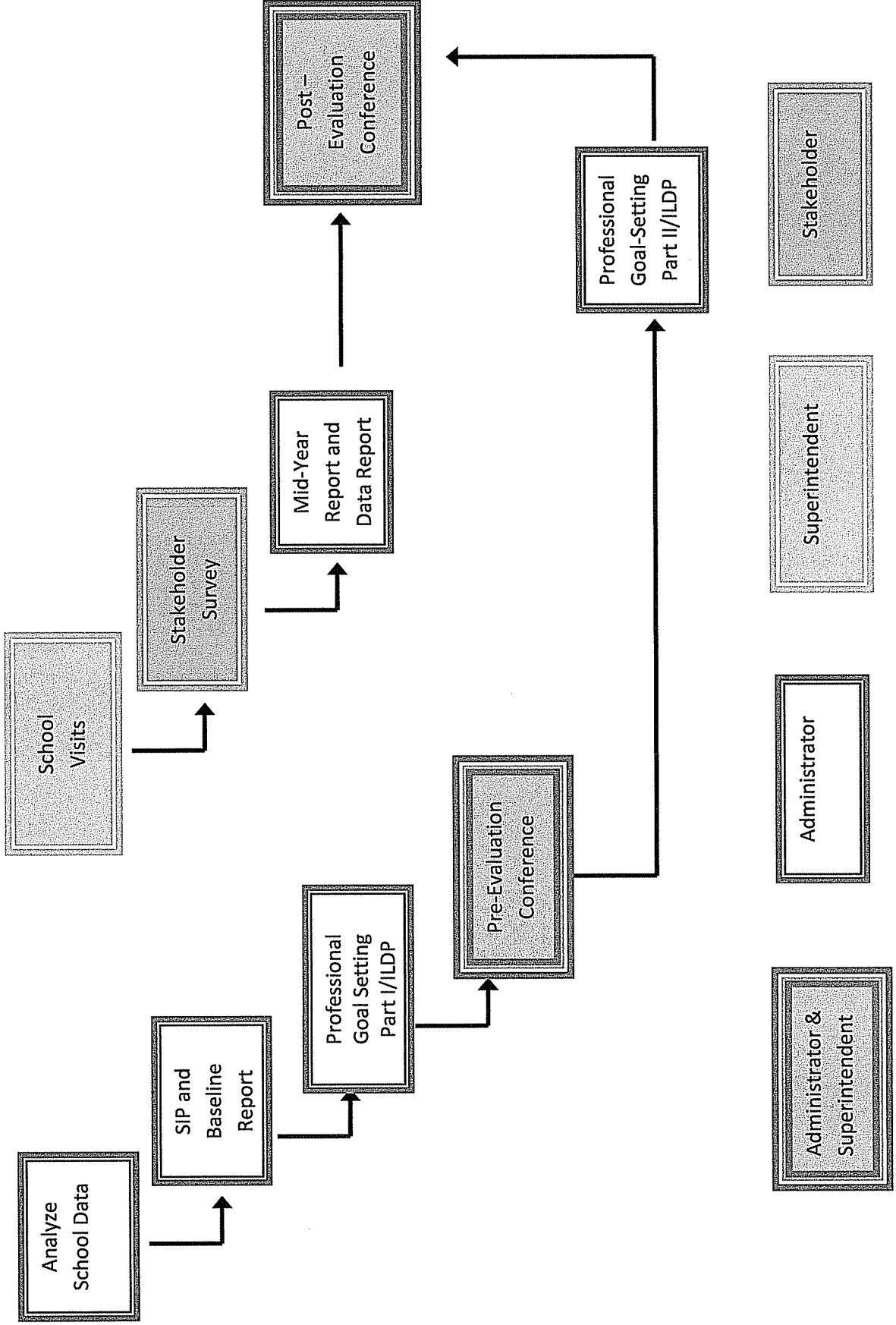|	FINAL RATING	100.00%

Post-Evaluation:

_____   _____
Signature of Administrator   Signature of Evaluator

                                                                        _____
                                                                        Date

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SCHOOL DISTRICT OF CLAY COUNTY - SCHOOL-BASED ADMINISTRATOR APPRAISAL SYSTEM

JULY - OCTOBER

OCTOBER – APRIL

APRIL - JUNE

Analyze School Data

SIP and Baseline Report

Professional Goal Setting Part I/ILDP

School Visits

Stakeholder Survey

Mid-Year Report and Data Report

Pre-Evaluation Conference

Professional Goal-Setting Part II/ILDP

Post – Evaluation Conference

Administrator & Superintendent

Administrator

Superintendent

Stakeholder

As part of the SDCC Performance Assessment System, you are requested to complete the following Administrator Survey. The survey will be collected and tallied by an on-line service and responses are confidential. Please take a few minutes to complete the survey about the school administrator identified in your email. Thank you for your participation.

Please read each numbered evaluation component below. Select the rating level that best describes how you perceive this individual's performance by clicking on one of the four option buttons. For each rating of "1", please give an explanation for that score in the comment section.

3 = The Administrator consistently demonstrates this behavior/action
2 = The Administrator usually demonstrates this behavior/action
1 = The Administrator occassionally demonstrates this behavior/action
NA = Not applicable/no basis for judgment

1. Reviews student achievement data with staff and stakeholders when implementing the vision and goals for school/program

	3	2	1	N/A
Rating	○	○	○	○

Comments:

2. Includes all appropriate stakeholders when developing goals for the school/program

	3	2	1	N/A
Rating	○	○	○	○

Comments:

3. Provides leadership for assessing, developing, and improving the school culture and instructional program

	3	2	1	N/A
Rating	○	○	○	○

Comments:

4. Communicates the school/program goals effectively to the school community

	3	2	1	N/A
Rating	○	○	○	○

Comments:

5. Provides on-going instructional support and coaching of best practices

	3	2	1	N/A
Rating	○	○	○	○

Comments:

6. Monitors the instructional program

	3	2	1	N/A
Rating	○	○	○	○

Comments:

7. Is aware of current best practices to improve student performance

	3	2	1	N/A
Rating	○	○	○	○

Comments:

8. Protects instructional time by managing operational procedures effectively

	3	2	1	N/A
Rating	○	○	○	○

Comments:

9. Ensures a safe and secure school for teaching and learning

	3	2	1	N/A
Rating	○	○	○	○

Comments:

10. Resolves issues as they arise, in a timely and effective manner

	3	2	1	N/A
Rating	○	○	○	○

Comments:

11. Models and supports the use of instructional technology

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

12. Provides professional learning opportunities that are meaningful and designed to meet the individual needs of the instructional staff

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

13. Recognizes staff and student accomplishments that support the learning culture

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

14. Manages resources and staff in a fair manner

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

15. Complies with laws, policies and collective bargaining agreements

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

16. Values instructional and planning time by limiting interruptions and distractions

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

17. Fosters diversity in the school

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

18. Treats everyone in a professional and respectful manner

	3	2	1	N/A
Rating	◯	◯	◯	◯

Comments:

PROFESSIONAL GOAL SETTING FORM
Individual Leadership Development Plan

Administrator _____

School _____ Date _____

September

Using the goals from the school or district improvement plan, identify the area(s) of need on which you will focus with your school/district this school year.

Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified above.

Administrator
Initials _____

Evaluator
Initials _____

Date of
Conference _____

Complete this portion of the form and bring it with you to your pre-evaluation conference.

April – May

Professional Goal Setting- Part II
Individual Leadership Development Plan

Complete this portion of the form and bring it to your post-evaluation conference along with applicable documents.

Summarize your school's progress in the area(s) of need as shown by the indicators identified in your School Improvement Plan and Professional Goal Setting Form.

If you met your goal(s), what conditions were most helpful?

If you did not meet your goal(s), what were your obstacles or barriers?

Administrator	Evaluator	Date of
Initials _____	Initials _____	Conference _____

Job Description:

The School Principal is responsible to the Superintendent of Schools.

Responsibilities and duties of this position include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and insure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district data base.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional, support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data..
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc..
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school.
21. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.
22. Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida Comprehensive Assessment Test (FCAT), and other tests designed and adopted to measure student achievement.
23. Communicate effectively, both orally and in writing, with parents, staff, students and community.
24. Maintain visibility and accessibility on the school campus.
25. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
26. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
27. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Required Qualifications:

1. Eligible for, or has (a)Valid Florida Certification as School Principal or (b) Educational Leadership, accompanied with verification of completion of district/state Principal Preparation Program.
2. Masters Degree.
3. Completed Clay County Candidate Preparation Phase Screening and Training requirements as required by current Clay County Human Resources Management Development (HRMD) Plan.
4. Three years of successful teaching experience.
5. A minimum of two years successful school-based administrative experience.

Revised: 12/14/95, 10/21/99, 5/16/00, 2/24/05

Job Description:

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.

2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Required Qualifications:

1. Valid Florida Educators Certificate in Educational Leadership, School Administration, School Administration/Supervision, or School Principal.
2. Masters Degree.
3. Completed the Candidate Preparation Phase of the Human Resources Management Development (HRMD) Plan.
4. Three years of successful teaching experience.

Desired Qualifications:

1. Five years of successful teaching experience.
2. Previous leadership experiences such as team leader, department head, SAC member, committee chairperson, etc..

Revised: 4/20/89, 12/14/95

SCHOOL DISTRICT OF CLAY COUNTY
ADMINISTRATOR
Professional Development Plan

School Year _____

Name _____

School _____

Position _____

Initiation Date _____

ADMIN. CLUSTER	OBJECTIVES	ACTIVITIES/STRATEGIES	INTERIM CHECK POINTS	RESULTS/COMMENTS

Monitoring Plan for Activity Implementation _____

Monitoring Dates: _____ _____

Signatures: _____ _____

Evaluator Administrator

Original - Human Resource Division   Copy 1 - Administrator   Copy 2 - Evaluator

HRD-1-4128 E 08/18/2009