

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.

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 will share district-wide or school-based goals. The administrator is encouraged to develop a Professional Development Plan for the year incorporating his/her individual goals for professional growth with the goals and directions of the district and the work 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 a professional development plan (PDP) as needed. A PDP is required for administrators 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 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
3. Brigance
4. DIBELS
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)

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 interim meeting with DPD 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.

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 rationale 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 rationale 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 within 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 appraisee 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 keyed 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.

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 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.

APPENDIX