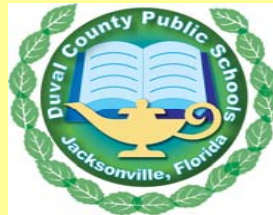


Duval County Public Schools



Performance Evaluation Instrument for Central Office Administrators

2009 - 2012

DUVAL COUNTY SCHOOL BOARD
CORE BELIEFS AND COMMITMENTS

Affirming Our Beliefs

The Duval County School Board voted to adopt the following Core Beliefs and Commitments at their February 2006 regular meeting. These beliefs were established to solidify their commitment to student achievement. These beliefs serve as the foundation upon which the Board will rely to guide all policy decisions and actions.

Core Beliefs

- The academic success of every student in Duval County is the top priority of the Duval County School Board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.
- All DCPS children can be academically prepared to reach their dreams.
- All DCPS children can learn at grade level.
- Every school in Duval County can be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, on-going professional development, must drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources can and must be adequately distributed throughout all DCPS schools.
- All schools can be safe learning environments where every student and adult is valued and respected.

Commitments

- The academic success of every student in Duval County will be the top priority of the Duval County School Board.
- The Duval County School Board will develop and celebrate the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap will be eliminated in Duval County.
- All DCPS children will be academically prepared to reach their dreams.
- All DCPS children will learn at grade level.
- Every school in Duval County will be a high-performing organization, both academically and operationally.
- High-quality teachers, supported with high-quality, on-going professional development, will drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources will be adequately distributed throughout all DCPS schools.
- All schools will be safe learning environments where every student and adult is valued and respected.

**DUVAL COUNTY PUBLIC SCHOOL BOARD
JACKSONVILLE, FLORIDA**

The Honorable Betty Burney
Chairman, District 5

The Honorable Tommy Hazouri
Vice Chairman, District 7

The Honorable Martha Barrett
District 1

The Honorable Nancy Broner
District 2

The Honorable Kris Barnes
District 3

The Honorable Brenda A. Priestly Jackson
District 4

The Honorable Vicki Drake
District 6



Ed Pratt Dannals
Superintendent of Schools

***Duval County Public Schools Central Office Administrative Performance Assessment Committee Members
~ 2006 -2007***

Stephen Bright, Business Services

Susan Carew, Plant Services

Ron Fagan, Fiscal Planning, Operations

Don Geiger, Technology

Janice Hunter, Curriculum and Instruction

Monica McAleer, Professional Standards, Human Resources

Larry McDonald, Property Management

George Strange, Quality Management

Peggy Williams, Operations

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District Strategic Plan and Superintendent’s Initiatives and Actions

~ *The Need* ~

The Duval County School Board and Superintendent are committed to realizing the Board's vision and mission for a high performing school district that educates all children to high standards and eliminates the achievement gap. To achieve this, Central Office administrators must be knowledgeable of their particular areas and how it support it supports the schools. The *Performance Appraisal System* enables supervisors and administrators to establish meaningful targets for continuous improvement in the administrator's leadership and management skills as well as support the efforts of the central office administration to serve the schools in the most strategic and specific ways.

The new evaluation system is designed to foster authentic communication between the supervisor and the administrator centered on mutually established targets and anticipated or expected results, while maintaining accountability. The administrator will be able to demonstrate his/her management skills as indicated on the Management Performance Dimensions and by meeting the established Objectives.

Improved student performance in the schools is the critical outcome. The services provided by central office administrator's impact how well the schools will perform.

In this system:

- Administrator appraisal is linked to the Core Beliefs and Commitments as well as the District Strategic Plan.
- An opportunity is provided for individualized appraisal in a department or division specific situation.
- There is a focal point for:
 - The effective and efficient alignment of district initiatives.
 - Identifying training needs of incumbent and prospective administrators.
- This specific forum creates an ongoing structure for supervisor-administrator communication.
- The data-driven process identifies data collection needs.
- Targets are individualized and designed from within the contextual school situation.
- Strategies are adjusted based on continuous monitoring and communication relative to analysis of multiple data sources.
- Improvement in performance is measured relative to the administrator individually, not in comparison to other administrators.
- For the current school year, the instrument will be in a paper format using Microsoft Word. The spaces for the objectives and targets will expand as needed.

~ *Getting Started* ~

At the heart of the *Performance Evaluation* system is the belief that a formative and summative evaluation system is not only possible but is advantageous in creating an ongoing improvement process. The establishment of targets is a **beginning point** and adjustments based upon monitoring data may be continually made. **These targets will contribute to the implementation and success of the district's goals and targets for improvement.** Targets will be written in the **S.M.A.R.T.** format: **S**pecific, **M**easurable, **A**ctionable, **R**elevant, and **T**imely.

At the beginning of the school year, the supervisor meets with the administrator to review the data pertinent to each of the target areas, the Division or Department Plan, the District's Areas of Emphasis, input from the administrator's personal input, and any identified areas of need. The Management Performance Dimensions and *Professional Code of Ethics* will be reviewed as appropriate. Particular emphasis is placed upon the administrator's part in improving the performance of the department that is represented and the impact it will have on improving the District's support to the schools. The administrator and supervisor then finalize the targets and related strategies and complete the *Administrator's Sign-Off* form by the **beginning of the school year**. The targets and the strategies may be adjusted throughout the school year subject to mutual agreement.

The administrator and the supervisor will meet at mid-year to review status of the performance objectives. The supervisor will complete the *Interim Review of Performance Objectives* form. This meeting may also be used to address areas of concern that must be added to the performance plan for the remaining school year. **If the administrator is recommended for reappointment on a probationary status, the administrator is not eligible to receive step movement on the salary scale. The administrator will only be eligible for a cost of living adjustment (COLA).**

At the end of the school year, the administrator and supervisor will review the administrator's targets and the results of each of the objectives. The supervisor is responsible for completing the *Summative Performance Appraisal form* and the *Central Office rating form*. The completed forms are signed by the supervisor and administrator. A copy of each of the signed forms is given to the administrator and the supervisor sends one copy to DCPS Department of Human Resource Services. **The Summative Performance Appraisal appointment is a recommendation and is subject to the approval of the superintendent who is the final authority for the appointment of administrators.**

~Rating Definitions~

- Distinguished:* The administrator has met **all** targets, exceeded in **three** of the targets and the Management Performance Dimensions Assessment reflected the administrator performs at the distinguished or proficient level in **all** of the areas, with a minimum of six dimensions rated as distinguished. The administrator is rated as *distinguished* and is eligible for recognition.
- Proficient:* The administrator has exceeded in at least **one** of the targets and met two targets and a minimum of one target rated as making significant progress, and the Management Performance Dimensions Assessment reflected that the administrator performs at the basic, proficient or distinguished level with no more than three rated as basic. The administrator is rated as *Proficient*.
- Basic* The administrator has met at least **two** of the targets and has made significant progress on the remaining two. The Management Performance Dimensions Assessment reflected that the administrator performs at the Basic level or above in all of the areas. The administrator is rated as Basic.
Note: If two dimensions are marked as NI (needs improvement) the administrator may be reappointed only on the Probationary Annual Reappointment status and must address the areas of need in the plan for the following year.
- Below Basic:* The administrator met **one** target but did not show significant progress on the remaining three. The Management Performance Dimensions Assessment reflected **three or more areas** marked NI (need improvement). The administrator had been made aware of the areas of concern by the supervisor and plans for improvement had been included in the plan. *This rating results in non reappointment.*

Management Performance Dimensions Definitions:

Leadership:	readily assumes responsibility for assignments; sets and achieves challenging objectives; positively influences others.
Decision making and judgment:	makes quality decisions reflecting appropriate action based upon circumstances and data available and in keeping with district policies and objectives.
Analytical Ability:	recognizes important issues and problems, analyses information prior to formulating solutions.
Interpersonal Relationships:	create a positive work environment, which reflects trust; considers the position and perspectives of others when planning organizing and making decisions.
Team Work:	works effectively as a part of a team, and coordinates efforts with departments, community and staff.
Commitment to Mission:	presents a positive image of the schools and the district; supports values mission of the district even when difficult actions are required.
Planning organization:	anticipates, plans and schedules activities; delegates authority and responsibility in accomplishing projects or assignments; make adjustments when necessary.
Personnel Development:	ensures that a continuing effective program exists for staff based upon identified needs; provides opportunity for individual growth; provides feedback regarding strengths and weaknesses.
Communication Skills:	ensures the effective dissemination of information to and from all staff members, other schools, the community and the district. Demonstrates effective speaking, writing and listening skills.
Productivity and Initiative:	develops and demonstrates effective work standards and objectives; Correctly completes assignments and reports in a timely manner.
Professional and Technical Knowledge:	is knowledgeable of and adheres to state laws and regulations and district policies; participates routinely programs to update professional skills.

~ Summary ~

To summarize, the process is:

- Step 1: The supervisor gives the administrator the *Central Office related Administrator Performance Appraisal Manual*. The administrator reviews the material and also accesses documents to become familiar with the objectives and plans for the department/division and how the individual's targets will support the plans.
- Step 2: The administrator completes the self assessment portion of the Management Performance Dimensions. The supervisor completes the supervisor's portion of the Management Performance Dimensions. The two reach consensus on any areas that need to be addressed and discuss possible strategies and the supervisor's expectations.
- Step 3: The administrator develops his/her objectives, the yearly targets, and strategies to achieve them.
- Step 4: The administrator and supervisor meet to discuss the objectives, targets and strategies. If the supervisor agrees with the plan, the Administrator's Sign-Off Sheet is completed. The supervisor and the administrator will retain a copy for the file.
If the plan is not accepted by the supervisor, the two will discuss possible revisions and the supervisor will provide recommendations. A revised plan will then be submitted for review and approval.
- Step 5: The administrator and supervisor have on-going communication on the progress of the plan. At mid year, the supervisor and the administrator will meet to discuss the status of the plan and if there is a need for any revisions to the objectives. The interim *Review of Performance Objectives* is completed at this time. The supervisor and the administrator will retain a copy for the file.
- Step 6: A final review of the plan will be held (dates will be provided by Human Resources and Services) to review the year's progress. The administrator must complete the results portion for each of the four objectives. The supervisor will complete the *Summative Performance Appraisal form* and the *Rating Sheet*. Each one will sign the forms and the supervisor will submit one signed copy to Human Resources and give one to the administrator. If there are any concerns that must be addressed, they will be noted for inclusion in the objectives for the following year.

Appendix A

Performance Appraisal Forms
for
Central Office Administrators

2008 -2009

Self-Assessment and Supervisor's Assessment on Management Performance Dimensions (To be completed before targets are approved. If any are marked as needs improvement [NI], recommendations for improvement and target(s) must be developed to address the area of deficiency)

Leadership: Readily assumes responsibility for assignments; sets and achieves challenging objectives; positively influences others											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Decision making and judgment: makes quality decisions reflecting appropriate action based upon circumstances and data available and in keeping with district policies and objectives.											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Analytical Ability: Recognizes important issues and problems, analyses information prior to formulating solutions.											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Interpersonal Relationships: Creates a positive work environment, which reflects trust; considers the position and perspectives of others when planning organizing and making decisions.											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Team Work: Works as part of a team, and coordinates efforts with departments, community and staff.											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Commitment to Mission: Presents a positive image of the schools and the district; supports values and mission of the district even when difficult actions are required.											
<i>Self Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> NI Basic Proficient Distinguished <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Planning and organization: anticipates, plans and schedules activities; delegates authority and responsibility in accomplishing projects or assignments; make adjustments when necessary.											
<i>Self Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Personnel Development: Ensure that a continuing effective program exists for staff based upon identified needs; provides opportunity for individual growth; provides feedback regarding strengths and weaknesses.											
<i>Self Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Communication Skills: Ensures the effective dissemination of information to and from all staff members, other schools, the community and the district. Demonstrates effective speaking, writing and listening skills.											
<i>Self Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Productivity and Initiative: develops and demonstrates effective work standards and objectives; correctly completes assignments and reports in a timely manner.											
<i>Self Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Professional and Technical Knowledge: is knowledgeable of and adheres to state laws and regulations and district policies; participates routinely in programs to update professional skills.											
<i>Self Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Supervisor's Assessment</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<i>Final</i> <i>NI</i> <i>Basic</i> <i>Proficient</i> <i>Distinguished</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Duval County Public Schools Central Office Administrative Performance Assessment ~ 2009 -2012

List four SMART performance goals (specific, measurable, actionable/achievable, relevant/results and timely).

Name _____

Division _____

Position _____

Strategic Plan Goal #

<i>Objective I</i>	
Target 08-09	
09-10	
10-11	
11-12	

Initiatives and Actions:

Objectives align and support the district’s Strategic Plan, the DCPS Core Beliefs and Commitments and the district’s Academic and Operational Accountability Policies

Name _____

Division _____

Position _____

Strategic Plan Goal #

Objective II	
Target 08-09	
09-10	
10-11	
11-12	

Initiatives and Actions:

Objectives align and support the district's Strategic Plan, the DCPS Core Beliefs and Commitments and the district's Academic and Operational Accountability Policies

Name _____

Division _____

Position _____

Strategic Plan Goal #

Objective III	
Target 08-09	
09-10	
10-11	
11-12	

Initiatives and Actions:

Objectives align and support the district’s Strategic Plan, the DCPS Core Beliefs and Commitments and the district’s Academic and Operational Accountability Policies

Name _____

Division _____

Position _____

Strategic Plan Goal #

Objective IV	
Target 08-09	
09-10	
10-11	
11-12	

Initiatives and Actions:

Objectives align and support the district's Strategic Plan, the DCPS Core Beliefs and Commitments and the district's Academic and Operational Accountability Policies

Approved _____
Administrator's Signature

Supervisor's Signature

Date

Duval County Public Schools Central Office Administrative Performance Assessment ~ 2009 -2012
Administrator's Sign-Off Sheet

Yes **No**

I have met with _____ and reviewed the four performance objectives for 2008-2009 and beyond.

Yes **No**

We agree on these performance objectives. I will provide support and assistance with to him/her in efforts to achieve the stated outcomes (If *No* is checked, it signifies that revisions are necessary and the objectives will be resubmitted by _____ date.)

Yes **No**

The generic leadership dimensions have been reviewed and expectations for performance were clarified.

Administrator's Name	Position	Department
-----------------------------	-----------------	-------------------

Supervisor's Signature	Position	Date
-------------------------------	-----------------	-------------

Comments:

Duval County Public Schools

Interim Review of Performance Objectives
Central Office Administrators ~ 2009 - 2012

To be completed mid-year

Name _____

Division _____

Position _____

Indicate the status of each goal below:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Dimension area(s) that need to be improved:

**Supervisor's
Recommendations:**

Administrator's Response:

Supervisor's Signature and Date

Administrator's Signature and Date

Objectives align and support the district's Strategic Plan, the DCPS Core Beliefs and Commitments and the district's Academic and Operational Accountability Policies

**~Duval County Public Schools Central Office Administrators ~
2009 - 2012 Summative Objectives Review**

Name _____ Division _____ Position _____

Objective 1: did not meet significant progress being made met exceeded

Objective 2: did not meet significant progress being made met exceeded

Objective 3: did not meet significant progress being made met exceeded

Objective 4: did not meet significant progress being made met exceeded

Supervisor's Comments: _____

Administrator's Comments (optional): _____

Supervisor's Signature and Date

Administrator's Signature and Date

Objectives align and support the district's Strategic Plan, the DCPS Core Beliefs and Commitments and the district's Academic and Operational Accountability Policies

Duval County Public Schools

Summative Performance Appraisal for Central Office Administrators ~ 2008-09

Name: _____ Division: _____ Position: _____

<p>*Rating: <i>(check one)</i></p> <p><input type="checkbox"/> Distinguished</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Below Basic</p>	<p>Appointment: <i>(check one)</i></p> <p><input type="checkbox"/> *Annual Reappointment</p> <p><input type="checkbox"/> *Annual Reappointment</p> <p><input type="checkbox"/> *Annual Reappointment</p> <p><input type="checkbox"/> **Probationary Annual Reappointment <i>(Not eligible to receive step movement) (Eligible for COLA increase, if available)</i></p> <p><input type="checkbox"/> Non Reappointment</p>	<p>Recognition</p> <p><input type="checkbox"/> Eligible for Recognition (Administrator rated as Distinguished)</p>
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Adhered to the *Professional Code of Ethics* Yes No
 Satisfactorily demonstrated Management Performance Dimensions Yes No If no, explain _____

General Comments: _____

Administrator's Signature _____ Date _____

Supervisor's Signature _____ Date _____

*Contingent upon adhering to the Code of Ethics requirements and satisfactorily demonstrating the Management Dimensions.**A letter of probation for personnel file and required targets to be addressed in his/her performance plan for the following school year.

Appendix B

Performance Appraisal Forms
for
Central Office Administrators

2008 -2009

District Strategic Plan and Superintendent's Initiatives and Actions

For a complete copy of the District Strategic Plan please go to:
<http://www.duvalschools.org/> and click on the link to “Strategic Plan”.

Two documents will be available from this link:

1. The Strategic Plan
2. The Superintendent's Supplement with Initiatives and Actions.