

**SUBJECT: PROCEDURES FOR EVALUATING
PRINCIPALS AND ASSISTANT PRINCIPALS**

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I. INTRODUCTION:

The purpose of this bulletin is to identify the necessary steps and procedures to evaluate Principals and Assistant Principals.

II. PROCEDURES

A. IDENTIFICATION OF EMPLOYEE GROUPS

All *school-based* Principals and Assistant Principals are included in this employee group.

B. ORIENTATION

Orientation shall take place during the first quarter of the year (August, September, October) or within three (3) weeks of hire or appointment to a new position. The supervisor shall orient the employee to the evaluation criteria, process and instrument to foster an understanding of the basis and procedures for appraisal.

C. TIMELINE

1. Orientation to the evaluation process by October 31st.
2. First Quarter (November, December, January) – Goal Setting (SIP student achievement goals are to be used.)
3. Final appraisal by August 31st

D. RATINGS

1. A rating of HE, or Highly Effective, indicates the employee's performance exceeds job standards.
2. A rating of E, or Effective, indicates the employee's performance meets the job standards.
3. A rating of I, or Ineffective, indicates the employee's performance does not meet job standards.
4. Not Rated - No criteria or need for measurement
5. For an Overall rating of Highly Effective, four or more categories must be rated as Highly Effective, with three of the categories being Leadership, Management of Processes, and Operational Results.
6. For an Overall rating of Effective, more than half of the ratings must be Effective, with no more than one Ineffective.
7. For an Overall rating of Ineffective, two or more categories must be rated as Ineffective.
8. If only one category is rated as Ineffective, the overall rating will be Effective and written documentation and recommended strategies for improvement must be attached to the instrument.

E. CATEGORIES

1. Leadership

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2. Information and Analysis
3. Strategic Quality Planning
4. Customer Focus
5. Human Resources
6. Management of Processes
7. Operational Results

F. PERFORMANCE IMPROVEMENT PLAN (PIP)

1. When an Overall rating of Ineffective is used, a Performance Improvement Plan is developed by the supervisor in collaboration with the employee within 10 working days.
2. Use and implementation of this plan requires
 - a. Notification to employee of deficiencies
 - b. Two categories rated as Ineffective, for an overall rating of Ineffective on the appraisal
 - c. Definition of strategies for improvement
 - d. Identification of a timeline
 - e. Definition of expected outcomes
 - f. Definition of possible consequences for failure to remediate
 - g. Feedback conferences
 - h. Documentation

III. RESPONSIBILITIES OF ALL APPLICABLE DEPARTMENTS

A. DIVISION OF HUMAN RESOURCES

The Division of Human Resources develops and distributes an annual schedule of assessment activities. In addition, it receives completed forms, ensures the implementation of the system, and maintains assessment records in personnel files.

B. SUPERVISOR

The supervisor is responsible for ensuring that each employee is evaluated.

IV. REPORTING REQUIREMENTS

A. FORM COMPLETION

1. The Administrator Performance Planning and Appraisal System (APPAS) for Principals and Assistant Principals evaluation form is to be used for all *school-based* Principals and Assistant Principals.
2. At least one assessment of each employee will be conducted by the supervisor or his/her designee each year.
3. The form is completed by the assessor and signed by the employee. The

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V. DISTRIBUTION

All evaluation instruments and manuals must be made readily available to all employee and supervisors. These documents will be housed on the website:
<http://www.broward.k12.fl.us/evaluationcoordinators/>

VI. EXHIBITS



A. APPAS Instrument for Principals and Assistant Principals

Supersedes: N/A New Business Practice Bulletin	Issued By: Evaluation Coordinators
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BUSINESS PRACTICE BULLETIN
 The School Board of Broward County, Florida

BULLETIN NO.: H-114
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 DATE: JULY 1, 2008

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 **THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA** 
PRINCIPAL PERFORMANCE APPRAISAL

NAME _____ PERSONNEL # _____ SCHOOL YEAR _____
 SCHOOL _____ LOCATION # _____ DATE _____ Orientation? Yes No

TYPE OF APPRAISAL MID-YEAR (Optional) PERIODIC PIP REVIEW
 IDENTIFICATION/NOTIFICATION OF DEFICIENCIES END OF YEAR

Philosophy: Appraisal is an appropriate, continuous and cooperative process designed to improve the quality of education.
 For an explanation of procedures, consult the APPAS Procedures Manual.
 Appraisal Key: Highly Effective-Exceeds job standard, Effective-Meets job standard, Ineffective-Does not meet job standard,
 NR-No Criteria or Need for Measurement

LEADERSHIP H E I
 DESCRIPTION
 - Establishes and monitors a school mission and goals that are aligned with the district's mission and goals.
 - Maintains an active involvement in the school improvement planning process with the SAC by facilitating decision making and priority setting.
 - Uses quality improvement principles and processes in daily administration of school.
 - Uses collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goal.
 - Establishes and utilizes a process that readies the school and community for change.
 - Develops and maintains a school atmosphere conducive to learning and student achievement.
 - Provides leadership to involve the school in quality initiatives.
 - Communicates school information, goals, student learning, and behavior expectations to all customer groups.

Comments _____
 Focus for Professional _____
 Growth: _____

INFORMATION & ANALYSIS H E I
 DESCRIPTION
 - Collects and maintains information appropriate to the monitoring of all continual quality improvement goals.
 - Analyzes and uses data for decision-making to improve actions, plans, processes, and systems.
 - Uses benchmarks and comparison data in the analysis of results.
 - Makes data accessible to all stakeholders.

Comments _____
 Focus for Professional _____
 Growth: _____

STRATEGIC QUALITY PLANNING H E I
 DESCRIPTION
 - Develops long and short term plans and goals within the School Improvement Plan, aligned with the district's strategic plan.
 - Communicates overall School Improvement Plan requirements to all staff so they can describe how the goals and plan relate to their work.
 - Allocates resources consistent with the implementation of the School Improvement Plan.
 - Utilizes a systematic process for collecting input from stakeholders and incorporates customer requirements in the development of School Improvement Plan.

Comments _____
 Focus for Professional _____
 Growth: _____

CUSTOMER FOCUS H E I
 DESCRIPTION
 - Develops positive relationships with customers (students, parents, teachers, community, etc.).
 - Establishes processes and methods to respond to valid customer requirements.
 - Establishes processes to determine customer needs and level of satisfaction.
 - Provides leadership support to community involvement programs and business partnerships at the school level.

Comments _____
 Focus for Professional _____
 Growth: _____

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Name: _____ Personnel #: _____ School: _____
 H E I

HUMAN RESOURCES
 DESCRIPTION

- Analyzes data and information to plan training to accomplish school goals.
- Builds a school community and environment which supports learning and growth for everyone toward realization of the school's mission.
- Uses team approach in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contributes to positive staff morale through flexibility, support, and recognition of groups and individuals working toward school improvement.
- Deals appropriately and professionally with personnel issues, including hiring, evaluation, staff deficiencies, and retention; provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.
- Assesses the expertise and developmental needs of others and self and considers the aspirations of others in relation to jobs and tasks assigned.

Comments: _____

Focus for Professional Growth: _____

MANAGEMENT OF PROCESSES
 DESCRIPTION

- Identifies quality requirements of materials and services and communicates this information to parents, community, and suppliers.
- Employs an improvement cycle that analyzes results and identifies root causes of operational problems and makes corrections.
- Utilizes Plan, Do, Study, Act (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs, and services.
- Has knowledge of, supports, and implements School Board, State, and Federal Policies, negotiated agreements, and district decisions.
- Shows positive trends in the achievement of improvement goal results in the area of business practices (efficiency).
- Shows positive trends in the achievement of improvement goal results in the area of a safe learning environment.

Comments: _____

Focus for Professional Growth: _____

**OPERATIONAL RESULTS/
 STUDENT ACHIEVEMENT**

H E I NR

STUDENT ACHIEVEMENT DATA:

Comments: _____

Focus for Professional Growth: _____

OVERALL RATING:

H E I

- For Overall rating of Highly Effective, four or more Categories must be rated as Highly Effective. Three of the Highly Effectives must be in Leadership, Management of Processes, and Operational results.
- If "I" performance level is indicated, a Performance Improvement Plan must be developed within 10 working days of receipt of an Ineffective APPAS evaluation. Performance Improvement Plan must be developed within 10 working days of receipt of an Ineffective APPAS evaluation.

Appraisee's Comments: _____

This assessment has been discussed with me.

Appraisee's Name (please print) _____ Appraisee's Signature _____ Date _____ Appraiser's Name (please print) _____ Appraiser's Signature _____ Date _____

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