

## **ARTICLE VIII -- PERFORMANCE PLANNING AND EVALUATION**

### **Section 1. Scope and Purpose**

This Section sets forth the rules, regulations, and procedures for the establishment, maintenance, and administration of the performance planning and evaluation system applicable to Miami-Dade County Public Schools (M-DCPS) employees represented by the Dade County School Administrators' Association (DCSAA).

The parties recognize that the assessment of employee performance is an ongoing professional activity for the purpose of identifying employee strengths and weaknesses. As such, assessment requires no formal written documentation, but rather encourages frequent professional conversations between the employee and supervisor and that both undertake this practice as a professional responsibility.

Evaluation of employee performance differs from assessment in that evaluation is comprised of formal practices at specified times with delineated guidelines for the purpose of recommending an employment decision.

### **Section 2. Statement of Policy**

- A. The Performance Planning and Evaluation System as presented in this Agreement serves as an aid to improving the performance and developing the potential of every employee represented by DCSAA. The performance plan mutually developed by the employee and the supervisor consists of three major components:
  - 1. Developing plans directly linked to overall job functions as related to the job duties and responsibilities, worksite target objectives, and/or major system objectives, as applicable.
  - 2. Improving job performance by reviewing past evaluations and setting expectations for improvement or enhancement.
  - 3. Developing personal potential through emphasis on standards required for success and professional growth in the present job, as well as preparation for future career goals.
- B. Evaluation of performance standards is based on data that indicate practice of the performance standards established for the assigned position as delineated in the Job Description and worksite objectives. Employee performance shall be evaluated by the immediate supervisor (evaluator) and the evaluator's supervisor (reviewer) only, except that the reviewer shall not be a member of the bargaining unit. Evaluations placed in the employee's personnel file shall be in compliance with the procedures and instruments of the Performance Planning and Evaluation System within the collective bargaining agreement. Employees should be aware of the rationale, intent, and procedures of the performance evaluation system in relation to the job assignment.

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Florida Department of Education Performance Evaluation System guidelines:

1. specify that a comprehensive performance evaluation system be fair, equitable, and legally sound;
2. establish procedures for the collection, retrieval, and use of data to provide feedback to an individual, a team, and the system;
3. provide data for recognizing high performance through a variety of means;
4. consider the specific conditions of the site in establishing expectations;
5. promote the growth and development of the individual and the continuous improvement of the organization;
6. allocate time to plan, coach, and counsel for higher performance; and
7. provide orientation on the system and skill development in observing, mentoring, coaching, and counseling for those in and affected by the system.

Employees who manage the performance evaluation system must have received professional development in the application of that system.

**Section 3. Performance Review Elements**

This Employee Performance Review consists of the following categories:

A. Category I Job Performance Competencies

- Component I -- Planning
- Component II -- Judgment/Decisions
- Component III -- Interpersonal Relationships/Responsiveness
- Component IV -- Technical Proficiency
- Component V -- Quality of Written/Oral Communication
- Component VI -- Professional Responsibility

B. Category II Performance Related to Job Targets

C. Category III Professional Growth Targets

**Section 4. Evaluation Definitions**

A. Acceptable

Performance requirements contained in Categories I, II, and III are met. The number of indicators specified for each standard of the Job Performance Competencies (Category I) are rated as acceptable. Additionally, the overall Performance Related to Job Targets (Category II) must be rated as "completed" or "progress has been demonstrated." Agreed-upon Professional Growth Targets (Category III) shall be rated

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either "completed" or "in progress."

### B. Unacceptable

Performance not exhibiting the specific number of indicators for each component of the Job Performance Competencies (Category I), and/or that has not satisfactorily met the overall Job targets with "progress has been demonstrated shall result in a rating of Unacceptable and shall require a Professional Improvement Plan.

An overall rating of Unacceptable shall require a written Professional Improvement Plan specifying the manner in which performance in deficient categories will be improved. An unacceptable rating, determined by the mid-year Progress Conference, may result in appropriate employment action(s), which may include a recommendation for non-reappointment.

Employees who receive an unacceptable rating on the year-end evaluation and are reappointed are not eligible in the subsequent school year to apply for transfers or promotions. Further, they are not eligible for any salary improvements until an acceptable performance level, as required by the Performance Improvement Plan, is attained.

## **Section 5. Distinguished Performance Designation**

Recognizing that employees of the School Board are selected because of their leadership potential and demonstrated expertise in identified fields, the Distinguished Performance Designation is available to those who wish to acquire and demonstrate knowledge, skills, and abilities that exceed regular expectations of the position.

The Distinguished Performance Designation is both a personal and professional commitment within the administrative position and is voluntary. Whether or not one chooses to embark upon this professional growth enterprise, decisions made within the regular required performance level process shall not be affected. Employees who have demonstrated high performance standards in all categories will be eligible to work toward the Distinguished Performance Designation.

The following strategies shall be employed when initiating the process for attaining the Distinguished Performance Designation:

- A. Identify a high priority instructional problem or need directly related to the site or specific operation of the position.
- B. Utilize a problem-solving methodology that addresses expected and observable worksite outcomes.
- C. Collaborate with the site supervisor to determine the feasibility of proceeding with identifying the components of the problem.
- D. Develop an action plan with timelines, resources, specific objectives to be accomplished, and proposed outcome of the design to address the problem.

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- E. Discuss the plan with the supervisor to determine the feasibility of implementing the action plan.
- F. Implement the action plan.
- G. Maintain a journal of activities and reflections on expectations and the effectiveness of actions.
- H. Self-assess each activity as to what is working, what is not, and why.
- I. Record self-evaluation outcomes.
- J. Report findings to supervisor at times specified in the plan.
- K. Realign timelines and/or benchmarks of the project, if appropriate.
- L. Address the conclusion of the project in final report to the supervisor.
- M. Submit findings, reflections, and recommendations to the supervisor for determination of the distinguished rating.

The project for the Distinguished Performance Designation may be determined at any time during the year and shall not be limited in scope by any predetermined timeframe. The Distinguished Performance Designation will be awarded after careful review and recommendations by the immediate supervisor and the appropriate district or functional superintendent and will be presented concurrently with the annual evaluation decision.

To be eligible to pursue the Distinguished Performance Designation, the employee must have acceptable ratings in all categories on the annual Evaluation Form. The Distinguished Performance Designation is recognized for three years only if the employee has acceptable ratings in all categories on the School Board's Annual Evaluation Form each year.

### **Section 6. Evaluation Procedures**

The Performance Planning and Evaluation System is a process consisting of three phases that form a cycle within the evaluation process. They are: Planning Phase, Progress Phase, and Evaluation Phase. For timelines and forms, see Appendix C.

#### **A. Planning Phase**

The initial phase in the cycle is the PLANNING PHASE. This phase requires a review and clarification of the job description, as well as the identification of job targets for the year. Planning is done in cooperation with the supervisor and within the context of the objectives of the School Board. Plans established at this time, although subject to change, shall serve as a basis for subsequent phases of the process. This phase involves the completion of the Planning Form.

All employees shall initiate the PLANNING PHASE activities no later than June 30 in

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conjunction with the annual evaluation. The plan must be finalized no later than September 15.

Employees assigned to a work location after September 15 shall participate in the PLANNING PHASE activities.

1. Purposes - Planning Phase

To clarify the organizational relationship of the employee to:

- a. the evaluator (supervisor);
- b. other staff members;
- c. other departments; and
- d. the school system's objectives.

To identify a limited number of major job targets which reflect:

- a. specific, critical worksite needs, and objectives;
- b. organizational and departmental concerns;
- c. desirable professional development needs; and
- d. specific recommendations from previous years.

2. Required Actions - Planning Phase

- a. The employee shall complete the Planning Form for the year.
- b. A conference shall be scheduled between the employee and the evaluator.
- c. The job description, responsibilities and possible desirable professional growth activities of the employee shall be reviewed by the evaluator.
- d. Mutual agreement shall be reached on:
  - (1) individual job targets of the employee that are not part of the job description for the position;
  - (2) activities which shall provide evidence of progress and/or accomplishment; and
  - (3) dates of projected completion of job targets.
- e. Resources available and/or needed to reach the job targets shall be identified.

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f. Copies of the completed Planning Form shall be made available to:

- (1) the evaluator;
- (2) the employee; and
- (3) the reviewer (evaluator's supervising employee).

B. Progress Phase

The second phase in the cycle is the PROGRESS PHASE. This phase may require one or more scheduled conferences prior to the mid-year Progress Conference between the employee and the supervisor regarding the progress made toward fulfilling the overall job responsibilities and identified job targets. These conferences may result in adjustment to the initial plans.

Adjustments may result from additions to job responsibilities, changes in priorities or the degree of progress made to date on specific job targets. In any case, the purpose is to insure the relevance of plans to the final phase of the cycle. This phase involves completion of the Progress Form and, if appropriate, the Professional Improvement Form.

At any time during the year, employees facing the possibility of the assignment of a Professional Improvement Plan shall be advised of that possibility immediately upon that determination by the employee's supervising administrator.

Employees not on the regular schedule of planning and evaluation activities because of assignment to a new work location during the year shall be scheduled for a conference within two months of their initial planning conference to review performance to date.

1. Purposes - Progress Phase

a. To determine the current status of performance related to:

- (1) job responsibilities as defined by statute, School Board Rules, and the official job description for the position; and
- (2) established objectives of the school system and the respective departmental unit.

b. To adjust job targets and completion dates, based on changing circumstances, and to update the Planning Form, if necessary.

c. To identify resources and assistance needed to accomplish job targets.

d. To discuss needs related to individual career development.

e. To commend productivity, creativity, and outstanding progress.

2. Required Actions - Progress Phase

a. One or more Progress Conferences shall be conducted between the

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evaluator and the employee. Each conference shall:

- (1) be a confidential meeting within a dedicated timeframe;
  - (2) take place during normal working hours; and
  - (3) be a data source for the Evaluation Phase of the cycle.
- b. The Progress Conference shall be documented by the completion of the Progress Form by the evaluator. The completed form shall be discussed with the reviewer in advance of the Progress Conference. Subsequent to the conference, the form shall be signed and dated by the employee, evaluator, and reviewer.
- c. The employee may wish to provide the evaluator with a written summary of major accomplishments to date. These may be listed on the Planning Form next to each job target.
- d. The evaluator shall schedule sufficient contact with the employee in his/her working situation to:
- (1) gain needed firsthand information to assess the employee's competencies and performance;
  - (2) gather evidence and documentation to support judgment of effectiveness; and
  - (3) provide appropriate assistance and training.
- e. If the employee is rated *Unacceptable* overall, the evaluator shall indicate such rating on the Progress Form and attach documentation to support the rating.

Additionally, a Professional Improvement Plan, with the tasks and timelines necessary for the employee to meet acceptable performance standards or competencies, and dates for review of progress not to exceed 90 days, shall be provided to the employee.

There shall be periodic monitoring of progress made under the Professional Improvement Plan.

Those tasks successfully accomplished shall be dated and signed by the evaluator upon presentation and request by the employee.

- a. The Progress Form and the Professional Improvement Plan must then be signed and dated by the employee, the evaluator, and the reviewer. The employee's signature represents receipt, not concurrence.
- b. The employee shall have the right to append a progress report within 10 working days of the conference.
- c. The appendage shall be provided to the evaluator and the reviewer and shall be attached to the progress form.

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### C. Evaluation Phase

The final phase in the cycle is the EVALUATION PHASE. This phase involves a comprehensive review of performance related to the Job Performance Competencies and Performance Related to Job Targets. This phase involves the completion of the Evaluation Form and, if applicable, the Professional Improvement Plan Form. The Evaluation Phase completes the evaluation cycle for the current year.

Employees, whose performance is rated as acceptable, as evidenced on the year-end evaluation, are eligible for salary increases in accordance with the provisions of the collective bargaining agreement.

Employees whose performance is rated as unacceptable on the year-end evaluation, and are reappointed are not eligible in the subsequent school year to apply for transfers or promotions. These employees are also not eligible for any salary improvements until an acceptable performance level is attained, as set forth in the Professional Improvement Plan.

Employees leaving a work location before the end of the school year for any reason shall be evaluated in accordance with the procedures set forth for the EVALUATION PHASE. Completed Evaluation Forms are to be sent to Human Resources within two weeks of the employee's departure from the work location.

#### 1. Purposes - Evaluation Phase

- a. To evaluate and document the employee's administrative performance.
- b. To recognize any additional job responsibilities that occurred during the year.
- c. To commend productivity, creativity, and outstanding performance.
- d. To consider possible job targets for the following year.
- e. To assist in making decisions related to individual career development.
- f. To identify competency areas which should be improved and/or continued in the following year.

#### 2. Required Actions - Evaluation Phase

- a. The evaluator shall conduct a conference with the employee to review the Job Performance Competencies, Performance Related to Job Targets and Professional Growth Targets as they relate to the job performance and future priority objectives.
- b. The evaluator shall complete the Evaluation Form by reviewing data

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relative to:

- (1) performance related to the Job Performance Competencies;
  - (2) performance related to the job description; the status and degree of completion of Worksite Target Objectives;
  - (3) status of the Professional Growth Targets;
  - (4) pertinent information obtained during the year; and
  - (5) for people remaining in the same position, planning for subsequent year is developed and agreed upon during the evaluation phase.
- c. The completed Evaluation Form shall be reviewed in advance of the Evaluation Conference by the reviewer. Subsequently, it shall be signed and dated by the employee, evaluator, and reviewer. The employee's signature shall indicate receipt only, not concurrence.
- d. The employee shall have the right to append the evaluation within 10 working days of the conference. The appendage shall be provided to the evaluator and the reviewer and shall be attached to the Evaluation Form.
- e. Copies of the completed Evaluation Form, including the employee's attachments, if applicable, shall be provided to the employee and are to be filed in the personnel file.

### **Section 7. Performance Criteria**

Employees rated as Acceptable must exhibit the specific number of indicators listed for each standard of the Job Performance Competencies (Category I). Additionally, the overall Performance Related to Job Targets (Category II) must be rated as "completed" or "progress has been demonstrated." Agreed-upon Professional Growth Targets (Category III) shall be rated either "completed" or "in progress."

Employees rated as Unacceptable have not exhibited the specific number of indicators for each component of the Job Performance Competencies (Category I), and/or have not satisfactorily met the overall Job Targets with "progress has been demonstrated" shall result in a rating of Unacceptable and shall require a Professional Improvement Plan.

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### **Section 8. Job Performance Competencies**

#### A. Planning (8 of 10)

- 1.1 Anticipates possible problems and plans for their solution.
- 1.2 Develops action plans for goal achievement.
- 1.3 Identifies appropriate resources, guidance, and learning opportunities.
- 1.4 Establishes appropriate timeframes for specific tasks.
- 1.5 Devises alternative plans or courses of action; views information from different perspectives.
- 1.6 Demonstrates effective organizational skills.
- 1.7 Establishes priorities and plans for contingencies.
- 1.8 Identifies additional resources, if applicable, to accomplish tasks in the required time.
- 1.9 Assumes responsibility for decisions.
- 1.10 Comprehends critical elements of a situation.

#### B. Judgment/Decisions (8 of 10)

- 2.1 Makes rational and realistic decisions based on logical assumptions.
- 2.2 Determines allocated time for tasks to complete job assignment.
- 2.3 Takes appropriate action in recognizing and solving potential problems.
- 2.4 Overcomes difficulties and barriers to accomplish assigned tasks.
- 2.5 Advises supervisor of changes in work priorities and time requirements promptly.
- 2.6 Selects solutions by weighing the ramifications of alternate courses of action.
- 2.7 Accepts authority and assumes responsibility for assigned tasks.
- 2.8 Understands how one's own behavior impacts the organization.
- 2.9 Demonstrates flexibility in accommodating work interruptions.
- 2.10 Shows a desire to get things done.

#### C. Interpersonal Relationships/Responsiveness (6 of 8)

- 3.1 Develops and maintains a climate conducive to collaboration and the trying of new approaches.
- 3.2 Encourages others to describe their perceptions, thoughts, feelings, and perspectives.
- 3.3 Encourages individual expression, appreciates diversity, and avoids stereotyping.
- 3.4 Responds to suggestions for improvement made by peers/superiors in a constructive manner.
- 3.5 Offers suggestions for improvement in procedures and/or recurring tasks.
- 3.6 Demonstrates inquiry skills sufficient to understand new ideas, solve problems, and generate solutions.
- 3.7 Realizes how individual behavior impacts people/groups inside and outside one's own unit.
- 3.8 Demonstrates awareness and sensitivity to the feelings, thoughts, and expressions of others.

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### D. Technical Proficiency (8 of 10)

- 4.1 Understands and applies Department/Division/Office/Bureau policies and procedures.
- 4.2 Demonstrates inquiry skills sufficient to understand new ideas, solve problems, and generate solutions.
- 4.3 Develops strategies for dealing with obstacles and completing the job assignment.
- 4.4 Demonstrates sound analytical ability and professional judgment.
- 4.5 Makes rational and realistic decisions based on logical assumptions.
- 4.6 Uses factual, up-to-date information.
- 4.7 Determines an appropriate course of action based on the available data.
- 4.8 Understands and applies current principles/standards.
- 4.9 Pays attention to details.
- 4.10 Evaluates factors essential to solve a problem/situation.

### E. Quality Of Written/Oral Communication (5 of 7)

- 5.1 Listens attentively and accurately describes expressed ideas and perspectives of others.
- 5.2 Reviews and understands documents.
- 5.3 Provides clear explanations.
- 5.4 Adjusts style to the audience.
- 5.5 Expresses ideas clearly and simply.
- 5.6 Communicates in an open, honest, and genuine manner.
- 5.7 Expresses ideas in writing clearly, simply, and in correct grammatical form for all audiences.

### F. Professional Responsibility (6 of 8)

- 6.1 Complies with Department/Division/Office/Bureau policies and procedures.
- 6.2 Adheres to deadlines and designated timeframes.
- 6.3 Establishes checkpoints to meet deadlines.
- 6.4 Identifies who can do tasks and delegates, as appropriate.
- 6.5 Establishes work priorities.
- 6.6 Adheres to worksite directives as to punctuality and attendance.
- 6.7 Maintains appropriate files required for accountability purposes.
- 6.8 Takes responsibility for task accomplishment.

## **Section 9. Performance Related To Job Targets**

Worksite target objectives.

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**Section 10. Professional Growth Targets**

A professional growth component is included in the employee's evaluation system. Professional development may include or reflect:

- A. activities that are collaboratively agreed upon by the assessor and the assessee during planning conference(s).
- B. activities the employee suggests related to professional practice; activities which reflect the duties assigned; and
- C. activities which may have a measurable impact on the employee's job performance and/or the objectives of the department.