



Florida Virtual School Support Staff Evaluation System



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****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. PERFORMANCE MANAGEMENT AT FLORIDA VIRTUAL SCHOOL

Overview

Florida Virtual School is committed to providing the tools, support, and processes needed to help support staff employees reach their highest potential. The support staff evaluation has been developed to allow for a continuous cycle of reflection and growth, culminating in the year-end evaluation. This evaluation cycle is one of the driving factors of success of both the FLVS strategic plan and our support staff personnel.

Our current performance evaluation system is built upon the following actions:

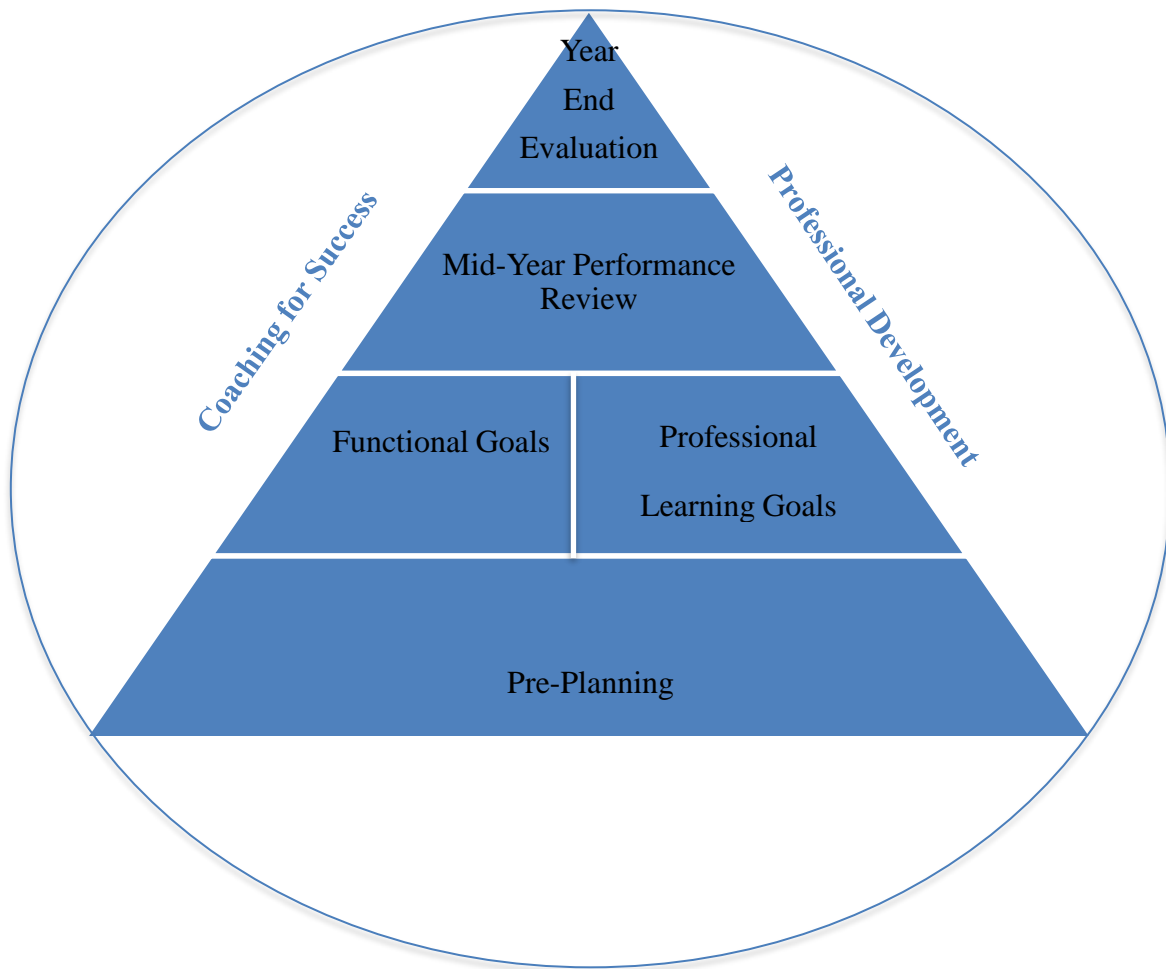
- Training/updates on performance evaluations for staff and supervisors (including the FLVS Strategic Plan and appropriate evaluation metrics)
- Ongoing training and coaching in employee performance and goal monitoring
- Engaging monthly performance discussions between support staff and supervisors
- Creating professional development plans based on identified areas of growth
- Aligning functional goals with the FLVS strategic plan
- Assessing each employee’s ability to demonstrate achievement in each of the four core competencies

The above performance management activities culminate in a year-end evaluation for eligible support staff. Eligible employees are evaluated annually following the close of the school year, which runs July 1- June 30.

Performance Management Components and Processes

All established support staff personnel are evaluated using this plan. Contractors, student interns, and the president/CEO are not evaluated under this plan.

The FLVS support staff evaluation is an ongoing and multi-step process. Each support employee participates in a variety of reflective activities and professional learning opportunities that lead to true growth for each individual, ultimately furthering organizational attainment of the FLVS strategic goals. Each support staff member starts with the pre-planning process where they develop functional and professional learning goals, which are directly aligned to the FLVS strategic goals. Once goals are set for the year, employees engage in frequent dialogue with their manager to review their progress, culminating in their year-end evaluation. Throughout the year, employees are supported through professional development and coaching for success. The below diagram illustrates the FLVS support staff evaluation plan.



Components and Processes

As shown above, the evaluation system is a multi-step process. Each support staff member will complete the following steps each year:

Functional Goals

Each support staff employee will set functional goals tied to the FLVS Strategic Plan and their department/team goals. Functional goals are outcome-driven objectives that are specific to the employee’s position. They help guide the employee’s actions to reach defined performance expectations. Functional goals directly connect to the employee’s role and overall organizational objectives, ensuring the organization reaches its overall performance goals and expectations. As with all goals, functional goals should be SMART - specific, measurable, achievable, realistic, and timely. The employee will work with his or her manager regarding the expectations for functional goals and how to create them. Employees should set between 1 to 3 functional goals, while support staff managers should set between 3 to 5 goals.

Professional Learning Goals

Each support staff member, with feedback from their supervisor, will develop a professional learning goal(s) that focuses on targeted areas of improvement and growth that will have an impact on their professional development, as well as support the achievement of their functional goal(s). Support staff set at least one, but no more than three, professional learning goals.

Cascading Functional and Professional Learning Goals

As noted above, all support staff employees set functional and professional learning goals that align with the FLVS Strategic Plan. As a result of cascading goals, FLVS leadership is able to maintain transparency of the strategic focus within the organization, monitor and manage progress toward goals on a continuous basis, and evaluate overall strategy at the individual performance level. This benefits employees by helping them understand exactly what the organization is focused on, how their day-to-day work contributes to the achievement of goals, and how overall teams and individuals impact the success of the strategic plan. The below graphic illustrates the concept of how goals cascade for support staff employees.



Mid-Year Performance Reviews

The Mid-Year Performance Review aids support staff by providing feedback and coaching opportunities at the mid-point of the school year. This allows FLVS supervisors to provide

relevant feedback on goal progress and achievement. Support staff are rated on the mid-year review using two performance levels: effective and needs improvement. This will indicate if the employee is on track or not on track to meet their goals for the year.

Also evaluated during the mid-year performance review are the four core competencies. This allows managers to provide feedback and engage in meaningful discussions with each employee regarding how they demonstrate (or have areas of opportunity) within the four core competency areas.

Chart A: Support Staff Mid-Year Performance Review Rubric

Functional Goals (Mid-Year):

Effective	Needs Improvement	Not Rated
On track to achieve or exceed expected metric of defined functional goal; demonstrates an understanding of individual and team efforts impacting business outcomes.	Not currently on track to meet defined functional goal metrics; demonstrates a limited understanding of job requirements or skill set for required functional goal outcome. Improvement plan may be developed.	Not applicable for rating at this time.

Professional Learning Goals (Mid-Year):

Effective	Needs Improvement	Not Rated
Demonstrating proficiency in the development area through the consistent application of the learning as demonstrated by daily performance expectations.	Limited/no proficiency in the development areas with inconsistent application of the learning and demonstration of expected behaviors. Improvement plan may be developed.	Not applicable for rating at this time.

Core Competencies (Mid-Year):

Effective	Needs Improvement	Not Rated
Demonstrating proficiency in this competency through the consistent application of the examples provided in the competency expectations	Limited/no proficiency in this competency with inconsistent application in at least one of the examples provided in the competency expectations.	Not applicable for rating at this time.

	Improvement plan may be developed.	
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Core Competencies (Descriptions):

Core Competencies
<p>Communication: Clearly conveys and/or presents information verbally--summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Writes in a clear, concise, organized and convincing way for the target audience--the message has a distinct beginning, middle and end and is error free; Informs others involved in a project of new developments; disseminates information to other employees, as appropriate; effectively uses multiple channels to communicate important messages; Keeps supervisors well informed about progress and/or problems.</p>
<p>Customer Focus: Prioritizes customers (internal and external) and their needs as primary; Develops and maintains customer relationships--build credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive services in a cheerful manner--adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in the community by serving as an FLVS volunteer.</p>
<p>Interpersonal Skills Relates well with others--treats others with respect; Shares views in a tactful, considerate way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others in various situations or settings; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes initiative to get to know internal and external customers.</p>
<p>Functional Expertise Has the skills, abilities, knowledge and experience to be successful in the current job role; Dedicates time and energy to keeping abreast of the latest information related to the functional area of expertise; Approaches problems resourcefully and creatively; actively pursues information related to problems; effectively generates solutions in a timely manner; Embraces and utilizes new technologies; Produces high quality work in an organized and timely fashion; Manages time and priorities effectively.</p>

Year-End Evaluations

The year-end summative evaluation allows supervisors to provide detailed feedback to employees on all aspects of their roles. Summative evaluation feedback focuses on functional and professional learning goal attainment, as well as achievement on the four core competencies. All areas are evaluated on a four-level rating system: Highly Effective, Effective, Needs Improvement and Unsatisfactory. Supervisors also provide the employee with an overall rating for the school year, representative of all the rating areas on the summative evaluation. Supervisors enter ratings and comments into Pathways, the FLVS performance management system. The supervisor then meets with his or her direct report(s) to review the evaluation and

answer any questions the employee may have. This summative evaluation meeting not only provides employees with timely feedback, but it gives employees the opportunity to begin planning how they will address any areas of growth for the upcoming school year.

Chart B: Support Staff Year-End Evaluation Rubric

Highly Effective	Exceeds expectations/goals
Effective	Meets expectations/goals
Needs Improvement	Is not meeting expectations/goals; some growth/development needed
Unsatisfactory	Is not meeting expectations/goals; doing harm to the organization

Functional Goals (Year-End):

Highly Effective	Effective	Needs Improvement	Unsatisfactory	Not Rated
Exceeds metrics of defined functional goal; Demonstrates high level understanding of and maintains constant focus on individual and team efforts impacting business outcomes related to defined functional goal.	Achieved expected metric of defined functional goal; <u>Demonstrates</u> an understanding of individual and team efforts impacting business outcomes.	Met or nearly met metric of defined functional goal with limited planning or intentional efforts; Demonstrates a limited understanding of job requirements or skill set for required functional goal outcome. Improvement plan may be developed.	Failure to meet metric of functional goal. Must show immediate improvement or may be subject to discipline up to and including termination.	Not applicable for rating <u>at this time</u> .

Professional Learning Goals (Year-End):

Highly Effective	Effective	Needs Improvement	Unsatisfactory	Not Rated
Demonstrates mastery in the development area and is consistent in application of the learning as demonstrated by performance/behaviors.	Demonstrates proficiency in the development area through the consistent application of the learning as demonstrated by daily performance expectations	Limited proficiency in the development areas with inconsistent application of the learning and demonstration of expected behaviors. Improvement plan may be developed.	No success or application of learning in this area; Demonstrates limitations <u>in the area of</u> intended development and does not demonstrate expected behaviors.	Not applicable for rating <u>at this time</u> .

Core Competencies (Year-End):

Highly Effective	Effective	Needs Improvement	Unsatisfactory	Not Rated
Demonstrates mastery in this competency and is consistent in all examples provided in the competency expectations;	Demonstrates proficiency in this competency through the consistent application of the examples provided in the competency expectations	Limited proficiency in this competency with inconsistent application in at least one of the examples provided in the competency expectations. Improvement plan may be developed.	No success or application of this competency; Demonstrates limitations in the majority of the examples provided in the competency expectations	Not applicable for rating at this time.

Core Competencies (Descriptions):

Core Competencies
<p>Communication: Clearly conveys and/or presents information verbally--summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Writes in a clear, concise, organized and convincing way for the target audience--the message has a distinct beginning, middle and end and is error free; Informs others involved in a project of new developments; disseminates information to other employees, as appropriate; effectively uses multiple channels to communicate important messages; Keeps supervisors well informed about progress and/or problems.</p>
<p>Customer Focus: Prioritizes customers (internal and external) and their needs as primary; Develops and maintains customer relationships--build credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive services in a cheerful manner--adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in the community by serving as an FLVS ambassador or volunteer</p>
<p>Interpersonal Skills Relates well with others--treats others with respect; Shares views in a tactful, considerate way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others in various situations or settings; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes initiative to get to know internal and external customers</p>
<p>Functional Expertise Has the skills, abilities, knowledge and experience to be successful in the current job role; Dedicates time and energy to keeping abreast of the latest information related to the functional area of expertise; Approaches problems resourcefully and creatively; actively pursues information related to problems; effectively generates solutions in a timely manner; Embraces and utilizes new technologies; Produces high quality work in an organized and timely fashion; Manages time and priorities effectively.</p>

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2. ADDITIONAL INFORMATION

Evaluators: Every employee at FLVS is evaluated by their direct supervisor. No other individuals at FLVS have input into the employee evaluation.

Evaluation System Training: The FLVS Organizational Development Team ensures that employees at FLVS are fully informed of the evaluation system, performance activity cycle, and processes for implementing the evaluation system each year. The Organizational Development Team hosts training each year that explains the evaluation criteria and procedures associated with the evaluation. This training is held for support staff and their supervisors so that all parties understand the evaluation system, as well as the proper use of the evaluation criteria and procedures. Additionally, a recording of all training sessions, along with all documents and resources detailing the evaluation criteria, goal setting guidelines, and procedures associated with the evaluation, are posted on FLVS Connect for employees to access at any time during the school year.

Evaluation Frequency: All FLVS support staff personnel are evaluated twice per year. Each employee is evaluated in January using a mid-year performance review, and again at the end of the fiscal year using the summative evaluation. As FLVS hires year-round, the employee's hire date will impact the performance management activity cycle. Internal transitions and departures from the organization will also impact the eligibility to participate in the various performance management activities.

- All support staff personnel receive a mid-year performance evaluation if hired prior to December 1st and will receive a summative evaluation if hired or transitioned prior to April 1st of the given fiscal year.
- Departures: In order to receive a summative evaluation, support staff employees must be an active employee at the time of the year-end evaluation. Support staff evaluations are not completed for exited employees.

Peer Assistance and Coaching at FLVS: Peer assistance and coaching are strategies embraced by FLVS to support continuous improvement and to provide feedback and developmental opportunities to address identified performance deficiencies. It is not an isolated moment or conversation, but rather an ongoing effort between a supervisor and an employee to ensure that maximum performance potential is reached by setting clear expectations, establishing goals, overcoming obstacles, and providing assistance and support along the way. It involves creating an environment where employees feel supported and committed to success, leading to a more stable work environment and improved performance. Although performance coaching is ongoing throughout the year, it becomes increasingly important following evaluations for administrators to

establish action plans to assist employees in increasing their level of performance in order to achieve a higher rating during the next evaluation cycle, if warranted. By utilizing effective coaching strategies to promote a culture focused on continuous improvement, FLVS is not only supporting its employees, but also the students and customers it serves.

3. DISTRICT EVALUATION PROCEDURES

As described previously, FLVS uses Pathways, a cloud-based performance management system, to conduct all goal setting and evaluations for FLVS support staff employees.

Once an employee’s supervisor has completed all steps of the mid-year or summative evaluation, the employee is immediately invited, via email notification, to review and acknowledge the written evaluation. Supervisors also schedule a formal meeting with each of their direct reports in order to review the summative written evaluation with their employees. If the employee so chooses, comments can be added to the mid-year or summative evaluation acknowledgement form, which then becomes part of the employee’s permanent evaluation record. All evaluation records are stored digitally in the Pathways system, as well as the FLVS Electronic Records Management System, and once released to the employee, can be downloaded or printed for the employee’s personal records.

Additionally, Pathways is configured so that not only can the immediate supervisor and employee review the written evaluation, but the immediate supervisor’s manager and President/CEO (FLVS superintendent), can view every employee’s written evaluation for the purposes of reviewing the employee’s contract.

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