

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2014-2015

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2014-2015 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

| Goals/Indicators | Scoring Rubric | | | |
|---|--|-----------------------|-------------------------------|---------------------------|
| Goal 1: Leadership/Management (40%) | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point |
| Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. | | X | | |
| Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning. | Comments: Mr. Runcie continues to prioritize a focus on the classroom in discussions and presentations to the Board. He continues to stay on point as he focuses on the District and Board's primary goal of all students reaching their highest potential, knowing that the District always has room to "Do Better." He continues to be innovative finding opportunities through staff and programs to institute Best Practices throughout our schools to allow teachers, staff and administrators to be empowered to support their students to reach this primary goal. Staff feedback continues to be sometimes inconsistent or vague, and Mr. Runcie must emphasize with all staff members that transparency and attention to detail are critical for the entire District to continue to reach and exceed expectations. As the Board is reliant on staff for current and accurate information to make critical decisions, this is imperative. If individuals in roles of authority are not able to meet Mr. Runcie's expectations, he should identify what improvements need to be made and institute methods to ensure that his expectations are met. Mr. Runcie must continue to pursue his leadership role in requiring that his team is "all on-board" and believes in his mission and methods. As many key senior staff members have recently transitioned or will soon be transitioning to new jobs outside the District, I look forward to Mr. Runcie's leadership in identifying highly skilled individuals to fill these positions to continue taking the District down a path of continuous improvement. | | | |
| Provide vision and strategic direction to district. | | | | |
| Lead in an encouraging, participatory, and team-focused manner. | | | | |
| Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments. | | | | |
| Demonstrate an understanding of organizational and educational leadership. | | | | |
| Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education. | | | | |
| Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement. | | | | |
| Delegate appropriate authority to staff and monitor their follow-through. | | | | |
| Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures. | | | | |
| Respond timely and appropriately when faced with unforeseen events. | | | | |
| Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations. | | | | |
| Keep Board informed of issues, needs, and operation of the school system in a timely manner. | | | | |
| Appropriately interpret and execute the intent of Board policy. | | | | |
| Create and maintain professional working relationship with Board. | | | | |
| Continue collaboration with union and employee groups. | | | | |
| Suggested Evidence and Artifacts: <ul style="list-style-type: none">• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan• Development and attainment of partnerships, grants and other resources to support initiatives• Results from outreach and collaboration with employees and their respective union/meet and confer groups• Presentations to internal and external stakeholders• Involvement in state and national organizations to provide input and influence local, state and national policy decisions• Development and refinement of Board Policies• Consistent and regular one-on-one meetings with Board members• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda | | | | |

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| Goal 2. High Quality Instruction (25%) | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point |
|---|--|-----------------------|-------------------------------|---------------------------|
| Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness. | | X | | |
| Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students. | <p>Comments: Academic and enrichment opportunities have continued to grow under Mr. Runcie's leadership through expanded innovative programs, technical programs, and implementation of innovative technology throughout the District. Programs such as the LEEO Program, District debate program and Chess program for our 2nd and 3rd grade classrooms are wonderful examples of strategically bringing corporate relationships into the District to create engaging learning opportunities for our children, which stretch far beyond the textbook with real hands-on learning. Expanding our CTACE programs and certifications is also key in meeting our goal of providing education that prepares our students to be college and career ready. I look forward to seeing the direction Mr. Runcie continues to take us in as we move the delivery of education towards individualized learning plans for each student, which focuses on their strengths and overcomes their weaknesses.</p> | | | |
| Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process. | | | | |
| Promote instructional strategies that include cultural diversity and differences in learning styles. | | | | |
| Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice. | | | | |
| Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students. | | | | |
| Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes. | | | | |
| Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. | | | | |
| Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students. | | | | |
| Suggested Evidence and Artifacts: | | | | |
| <ul style="list-style-type: none">• Student Achievement/Performance Data• Implementation plan for Common Core State Standards• Implementation plan for instructional and administrator evaluation systems• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students• Utilization of quality assessments and interventions to enhance achievement | | | | |

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| Goal 3. Continuous Improvement (20%) | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point |
|--|---|-----------------------|-------------------------------|---------------------------|
| Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes. | X | | | |
| Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures. | Comments: Mr. Runcie's continued focus, with his senior staff, on performance management evaluations and goals continue to have a positive impact on how the entire District is operating. I look forward to updating our strategic plan and reviewing goals and objectives met as well as challenges that we continue to face and how we will tackle those as a Board and through Mr. Runcie and his staff. The Board should be looking forward to a comprehensive review of where the District was at the point of initiation of the strategic plan and where we are at the end of the three-year point. I am encouraged to see more and more resources being redirected to our schools and classrooms, and recognize that there is more that we can do as we focus on being a "school-centric" District. Finding more "time-to-teach" is one of the Supt.'s goals and I look for us to make significant strides forward to achieve this goal this coming year. | | | |
| Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions. | | | | |
| Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality. | | | | |
| Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals. | | | | |
| Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources. | | | | |
| Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring. | | | | |
| Develop, implement, promote, and monitor continuous improvement processes. | | | | |
| Suggested Evidence and Artifacts: <ul style="list-style-type: none">• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan• Development and implementation of a performance management system• Improved budget process incorporating enhanced planning, communication and resource distribution• Development and implementation of innovative and entrepreneurial programs• Analysis and recommendations for improvements to the organizational structure• Redirection of resources to support schools• Use of audits to improve practices and accountability | | | | |

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| Goal 4: Effective Communication (15%) | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point |
|---|--|-----------------------|-------------------------------|---------------------------|
| Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board. | | X | | |
| Promote stakeholder involvement while establishing a communication system that effectively conveys District successes. | Comments: I have seen a marked improvement in the District's communication over the past 6 months. Expanded social media and more efficient use of communication through our website and schools are encouraging. As the 6 th largest District in the country, effective communication is an overwhelming task, but one in which we cannot fail if we are truly going to achieve our District goals, with effective communication as one of the pillars of our strategic plan. The legislative conversations that are on-going, Mr. Runcie's continued involvement with informal Teacher Chats and Principal Chats, upcoming EdTalk opportunities as well as District-wide conversations scheduled at schools Countywide will continue to allow communication to be interactive and should expand our opportunity to listen and make relevant changes and improvements as we always have room to improve. We must build on the positive momentum that Mr. Runcie's communication tour helped foster. | | | |
| Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts. | | | | |
| Promote and communicate system priorities using a variety of communication tools. | | | | |
| Design and implement a comprehensive communications plan. | | | | |
| Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate. | | | | |
| Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives. | | | | |
| Provide a visible presence throughout the district and the community. | | | | |
| Suggested Evidence and Artifacts: <ul style="list-style-type: none">• Climate Surveys• Comprehensive communications plan• Outreach efforts to increase parent input and involvement• Outreach efforts to engage the community and businesses• Outreach efforts and collaboration with municipalities, universities, and legislative groups• Communication tools that enhance communication and customer service• Newsletters and public engagement documents designed to strengthen connections to the community | | | | |

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COMMENTS:

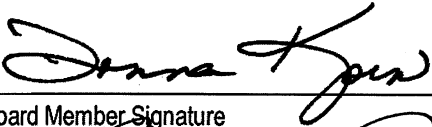
Overall Performance Evaluation Rating:

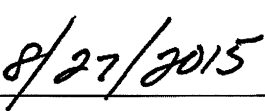
Circle One: Highly Effective
(3.400-4.000)

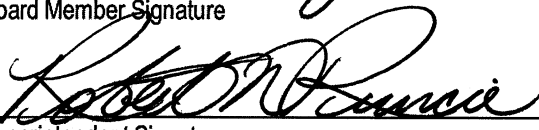
☒ Effective
(2.450-3.399)

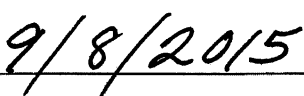
Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)


Board Member Signature


Date


Superintendent Signature


Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2014-2015

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2014-2015 Superintendent's Annual Evaluation*.

| | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point | |
|---|---|-----------------------|----------------------------------|---------------------------|------|
| Goal 1: Leadership/Management (40%) | Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century | | | | |
| Goal 2: High Quality Instruction (25%) | Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness | | | | 1.20 |
| Goal 3: Continuous Improvement (20%) | Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes | | | | 0.75 |
| Goal 4: Effective Communication (15%) | Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board | | | | 0.80 |
| Overall Performance: | | 3 | | | 0.45 |
| | | | | | 3.20 |

Board Member Signature: _____

