Monitoring Report - Executive Limitations Policy
EL-6, Staff Evaluations

BOARD POLICY EXPECTATION

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board's Ends policies and complying with the Board's Executive Limitations policies.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-6 "Staff Evaluations" in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of June 12th, 2012.

Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret the board's staff evaluation expectations articulated in this policy to mean that the board expects a system to be in place to support staff efforts to improve their practice as learning environment leaders for students. I also understand this expectation to be that the Board values a system that has the capability to both recognize and encourage further development of quality instruction and work performance, as well as being powerful enough to provide focused assistance to any staff member who needs to provide higher quality instruction for students.

REPORT

There are two specific areas described in this policy. The following will address each specific area of EL-6 as best as possible. At the time of this report, I believe that the district is in compliance with the Board's expectations.

1. ***The Superintendent shall not fail to develop and administer an evaluation system that is designed to:***
   - ***a. Improve instruction.***
   - ***b. Measure professional growth, development, and performance.***
   - ***c. Document unsatisfactory performance as well as excellent performance.***
   - ***d. Assure that scheduled instructional time is used to students' maximum advantage.***

   IN COMPLIANCE

   As a team of educators (teachers, support staff and administrators), we have worked hard over the years to develop a culture of learning throughout the district. Evaluations have played a key role in this effort. This year has allowed

us to move forward once again in the effort to meet the Board's Ends policies by reaching critical mass of staff who sees their practice as a work in progress rather than a skill that has been mastered. This mindset is an essential ingredient to being internally motivated to improve your professional practice.

This shift in our thinking is most evident in the fact that the conversations around improving our practice have become a far more collaborative and self-reflective process. When I review evaluation write-ups (especially for teachers and administrators), the language we use is clearly much more about learning and forward looking. Points to ponder, words describing what both the employee and evaluator want to learn about, and reflective statements about what was learned are common in write-ups.

Even with this change in focus, our effort to be honest and direct is becoming a way of doing business. This cultural norm has allowed for some tough conversations about how an employee's practice needs to be changed when necessary. Gone are the days of "surprise" evaluations or coded messages in write-ups. When needed, employees whose performance is not up to par have already had the necessary conversations with evaluators long before the formal evaluation occurs. This is a measure of both trust in the process and confidence in the desire to learn by all staff (employees and evaluators).

What has helped us recognize and take action to improve in our performance are the foundational concepts of the District's Learning Model (Learning Conditions - Cognitive Demand, Flow of Information and Learning Trust). An ever-broader awareness of the conceptual tools has provided both a framework and common vocabulary for discussions that helps us delink the person more and more from the strategies that are employed. Approaching the work in this way has accelerated our learning by eroding the sense that the conversation is personal which can cause people to retreat and to become defensive.

The results is a much more consistent effort to harness human energy for learning to enhance the practice of the employee instead of using this energy to create and maintain defenses that draws away from our focus on our students. I believe fully that we are making solid and consistent strides in creating a culture of learning throughout the district and this is reflected clearly within the evaluation process.

2. ***The Superintendent shall not fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified or classified employee.*** **IN COMPLIANCE**
   At the start of each school year, each administrator and supervisor is provided a list of all employees they are responsible to supervise and evaluate. The specific deadlines for completing these evaluations are also provided, especially for those staff that must be evaluated within specific timelines as delineated with the classified and certificated collective bargaining agreements.