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 23rd, 2009.

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 enhance staff understanding of what intentional, organized and focused instruction looks like. 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 to 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

   This expectation is specifically focused on certificated instructional staff. Through the collective bargaining agreement, the district and the certificated teachers association have adopted an observation and evaluation model that includes performance indicators detailing effective and supported actions in eight

separate areas. The performance areas are: 1) Instructional Planning and Delivery; 2) Classroom Management; 3) Professional Preparation and Scholarship; 4) Effort Towards Improvement When Needed; 5) Student Discipline; 6) Interest in Teaching Students; 7) Knowledge of Subject Matter; and 8) Communication with Parents. What is detailed in these eight performance areas go far beyond what is called for in state statute, and provide more specific expectations and/or performance examples so staff will have a clearer understanding of what is expected of them. As part of the observation and evaluation model, there is more frequent written feedback being provided to staff through what is called the "drop-in" process. In addition to this work, we have begun to initiate "mid-year chats" with staff so as to help us both learn from staff and support them in their work to improve the learning environments for students. The biggest change in our practice as administrators and as certificated staff is how the evaluation write-ups are shifting in focus. More so than in any previous year, the write-ups are focused on learning and looking ahead based on the previous year's work. Typically write-ups are simply "a look in the rearview mirror". But this year our administrators wanted to take a much more meaningful approach to evaluation write-ups by focusing on setting the stage for next year's work/learning. This sounds like a lot more work, and it is. However, the work has shown itself to be much more meaningful for both the staff member and the administrator.

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 who must be evaluated within specific timelines as delineated with the classified and certificated collective bargaining agreements. These administrators and supervisors meet with their assigned staff at the beginning of the school year where a briefing is provided regarding the observation and evaluation process. In the case of certificated staff, the administrator reviews the performance indicators that will be used to evaluate their performance. As stated above, the focus of the written documentation of performance has changed in a significant way towards learning. This forward looking perspective builds upon the success of past work (which has always been the main purpose of evaluations in the past) so as to springboard to future learning. All this is a result of the Board's Policy Ends-1.