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 24th, 2014.

Dr. Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret this expectation regarding staff evaluations to mean the Board expects staff evaluations to be both an instrument ensuring compliance in meeting the Board's Ends and Executive Limitations as well as using the process as a structure to support professional learning efforts of our teachers. To accomplish these expectations, it is required that the evaluation instrument meet state requirements for certificated staff members as part of the Teacher-Principal Evaluation Process (TPEP).

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 distinguished performance.**
   d. **Assure that scheduled instructional time is used to students' maximum advantage.**

   IN COMPLIANCE

   Our evaluation process has been adjusted to include the new state TPEP requirements called for in state law. In fact, TPEP has been woven strongly into our work and has been a real value add in our efforts to create the types of learning environments necessary to meet the Board's Ends policies. This work has successfully connected the district's learning model, the Board approved Learner Competencies as well as the requirements of the state's TPEP

instructional framework (Danielson model) as part of the overall evaluation process. To help administrators and teachers meet all these expectations, I have worked to train our administrators to both use our district created tools as well as how they can implement them into their teacher training experiences.

One example of our collective efforts to work toward meeting all these expectations (state and local expectations) was when I worked with teachers and administrators this past spring to learn how to complete evaluation write-ups using the district's Learner Competencies, the Danielson Rubric (the approved instructional framework) and to incorporate our recent work to increase the cognitive demand of our lessons using the recently learned Making Thinking Visible routines.

This was a pilot training project that produced strong positive feedback from participants because they not only saw how this work could be both a powerful professional learning experience, but also how it could help them improve the learning environments they create for students. This was one of the most significant returns on investment that I observed throughout this experience. Without a doubt, the project was a clear win-win for both students and teachers. We anticipate this type of learning experience will be expanded in the coming years to include all of our teachers.

2. ***The superintendent shall not fail to*** **implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified and classified employee. <u>IN COMPLIANCE</u>**
Throughout the spring, I worked to support our administrative staff that complete teacher evaluations in learning how to use TPEP as a learning process rather than simply a tool for accountability. The district's learning model is the foundation of this work, which is designed to create learning environments aimed at accomplishing the district mission. As you know, beyond the evaluation tools and processes for teachers and principals, we have worked this spring to create a new superintendent evaluation instrument to better accomplish the Board's Ends policies.

Furthermore, we have been working with our certificated staff to renew the Collective Bargaining Agreement (CBA) including the staff evaluation section. This work is not only designed to meet state law, but also to enhance our opportunities to help students improve their ability to learn for a lifetime. The inclusion of the district's learning model, Evidence Collection Array and the Board's Learner Competencies into the CBA language has been an important part of our conversation. Once again, all of these efforts are designed to make further progress toward creating the types of learning environments required to maximize our success for students in meeting the Board's Expectations.

The district worked hard to meet all required processes and timelines called for in state law and/or the CBAs for both our classified and certified employees. The

only exception was that we had one administrator this year that was out ill for several weeks right at the end of the school year. This caused for a pushback of the required deadlines, but I am happy to report we are now back on track. In this administrator's specific situation, most were completed on time as called for in the CBAs. With that said, some teacher evaluations had to be pushed back a couple of weeks due to various dynamic situations. In each of these specific cases, we worked with both the staff member and the union to ensure that all parties understood what was occurring and why they might be later than normal.