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 28th, 2011.

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

   I am completing my sixth year as your superintendent. During this time I have seen a significant investment of time and energy to "step up our game" as administrators around evaluations. We have instituted more clearly defined standards of performance and have embedded them within the collective

bargaining agreement (certificated staff). This was actually a very powerful initial step that has propelled us forward to a new level of conversation about the types of learning environments needed for students. This included the insertion of walk-through write-ups by administrators into the process that helped turn the traditional two formal observations that led to an evaluation from a "dog and pony show" experience into much more of an ongoing conversation between the administrator and the teacher. Additionally, our focus of classroom management descriptors within the evaluation has transformed into detailed articulation around learning and student evidences of progress toward the board's Ends.

As part of this work, two years ago I asked each administrator to pick three evaluations that they felt were examples of their best work with teachers they supervise. Not all of these evaluations were on teachers who might be considered in our community as our "best teachers". I then took the current evaluations of these teachers and compared them to the evaluations each administrator wrote for the same teachers years earlier. The contrast was powerful in showing the changes in what the evaluators were focusing upon. What once were brief and mainly compliance focus evaluations (centered on student and the teacher compliance) were now rich with details of learning and evidences of growth. Additionally, the evaluations had moved beyond describing only what occurred in the past year via a look in the "rear view mirror" perspective, but were becoming much more forward looking about the learning and work that was ahead of both the teachers and the evaluators.

We have continued this effort of growth focused evaluations again this year, which I believe fully meets with the expectations of this policy. However, I know we are ready to make the next leap forward in evaluations within the district based on how our administrators are pushing forward independently to communicate with more detail as well as their increasing conversations they are having with their teachers at the beginning, middle and end of the year through what we call "chats" with teachers. These initially were only done mid-year to increase the conversation and further erode the end of the year "gotcha" that typically are formal evaluations.

To harness this creative energy and once again realign our evaluation process to a new level, at this summer's leadership team retreat we will be utilizing examples of our evaluations from this past year as lens into our practice as administrators. I fully believe that this will be a powerful learning opportunity for us because if we are asking teachers to look at evidences of their practice in student work, these evaluations will illuminate much about our practice as administrators. As you can see, evaluations have become much more to us than a compliance tool. It is a learning opportunity for both the teacher and most importantly for 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 that must be evaluated within specific timelines as delineated with the classified and certificated collective bargaining agreements.