

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 18th, 2020.

Dave Holmes, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY-

I interpret this expectation regarding staff evaluations to mean the Board expects staff evaluations to both ensure 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 entire staff. 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) using the state model that we have adopted, the Danielson model. In addition, we continue to use a four step process that includes goal setting with evaluators and staff at the beginning of the year, mid-year reviews or "chats" to monitor progress, ongoing observations throughout the year and final evaluation meetings to review successes and possible areas for improvement. Over the last two years, we have worked to implement a combination of focused and comprehensive evaluations with our certificated staff and to concentrate on sections 3,6 and 8 which use student learning improvement data to evaluate effectiveness. This continues to be a productive model for both the evaluator and evaluatee.

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: Improve instruction; Measure professional growth, development, and performance; Document unsatisfactory performance as well as distinguished performance; Assure that scheduled instructional time is used to students' maximum advantage.

IN COMPLIANCE-

We continue to work on ingraining the state's new Teacher-Principal Evaluation Project (TPEP) for all of our certificated staff (teachers and principals) across the district. We continue to use the Danielson Instructional Framework for our teacher evaluations and the Association of Washington School Principals (AWSP) Leadership Framework for all of our administrators. More information on these two frameworks can be found online at www.tpep-wa.org/. As mentioned in the interpretation paragraph above, we were in our second year of concentrating or focusing very specifically on sections 3, 6 and 8 of the Danielson models that centers on student learning growth goals. These goals are determined by the certificated teacher and the principal and the results are evaluated and weigh on the overall score at the end of the year. I say were, because our collection of data was interrupted by the school closure. Even with the closure many staff were able to use data already collected year-to-date to show significant growth in their goals. This focus continues to add reliance on data across the district to make informed decisions and has been extremely beneficial beyond evaluations.

We will focus again this upcoming year on getting better at setting student growth goals that are reasonably attainable and at the same time stretch our staff's capacity. There will be professional development opportunities throughout the year for both staff and administrators.

We continue the work of modifying our classified evaluations and updating job descriptions. This will help evaluators give better feedback to employees. We have developed a language that requires the administrator or supervisor to develop "success plans" for any classified employee that is struggling to meet expectations. These plans will happen at any time during the year that the expectations are not being met as opposed to the old model that waited until the end of the year during annual evaluations.

As usual for this time of the year, I am currently completing this year's administrator evaluations. I have just begun the writing process and will be meeting with administrators prior to July 1st to review them. I am very happy overall with the performance of our administrators this past year.

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.

IN COMPLIANCE-

I have worked to support our administrative staff in completing teacher and support staff evaluations throughout the year. This being a very unique year due to the close down put added stress on the team to complete meaningful evaluation. I am happy to report that we were successful in accomplishing this even with all of the other circumstances that we are dealing with. All of our administrators have multiple years of experience under the district's current four-step process using the Danielson framework for teachers and our current classified evaluation. With only one new evaluator to our team in the last 3 years, we have been able to fine tune our processes. My main focus continues to ensure that all deadlines are met and that a collegial mindset was adhered to throughout the process. We want to ensure that the evaluations are seen as a way to improve student learning as opposed to a paperwork hoop jump or a "gotcha" process. The addition of evaluating student growth data continues to change the mindset of many staff in a positive way. Our work now focuses on working with staff to identify and create goals that are the most impactful in both improving student learning and also improving teacher effectiveness. I believe our entire team of evaluators at all levels did an admirable job of completing the evaluation processes timely, effectively and with sincere focus on improvement.

I have personally read and reviewed every teacher and support staff evaluation in the district. I believe we are definitely in compliance and I can certify that we've met both state law and all CBA requirements.