

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, 2016.

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

We have worked hard again this year to more deeply engrain the state's new Teacher-Principal Evaluation Project (TPEP) for all of our certificated staff (teachers and principals) across the district. We use the Danielson Instructional Framework (for teachers) 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/.

We continue to be pleased that the TPEP evaluation process remains a good extension of our previously used evaluation models (used with teachers and principals) that was set at a higher standard than the previous state requirements for evaluation. This advance work we did in the district on our own has made our transition go quite smoothly compared to what we have heard occurring in other districts.

There are several aspects of the TPEP model that have been helpful in our continued work to support our individual and collective learning. These changes include a broader and clearer ranking system (Unsatisfactory, Basic, Proficient and Distinguished). This has allowed for a better description of where a teacher or principal is at in their performance over the previous state required unsatisfactory/satisfactory rating system.

The other key change was the evaluation rubric that provides descriptors for each rating level relative to the expected standard. This rubric has helped us be more specific in our efforts to support the learning and growth for each of our teaching and administrative staff relative to their performance. Additionally, this tool has helped us calibrate our rating system between schools through a process we use to establish inter-rater reliability.

With all that in mind, we have worked very hard to link the Danielson Rubric to our learning model by clearly showing the more we strive to achieve the district's mission, the greater the likelihood that evidence of a distinguished learning environment will be present. In short, TPEP and the Danielson Instructional Framework continues to be a strong source of validation for the work we have done on our Learning Model for more than a decade.

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***

Throughout the spring, I worked to support our administrative staff that completes teacher evaluations in learning how to use TPEP as a learning process rather than simply a tool for accountability. Again, the district's learning model is the foundation of this work, which is designed to create learning environments aimed at accomplishing the district mission.

District staff have 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. Considering all that went on this year with our work to transition to our own special education program along with all the new Smarter Balanced testing work, I am pleased to report that all evaluations of teachers and support staff have been completed as required.