Monitoring Report - Executive Limitations Policy

EL-6 Staff Evaluations

BOARD POLICY EXPECTATION

With respect to the 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 Limitation 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 27, 2023.

Peter Rosenkranz, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret this expectation in regards to the Executive LImitation on Staff Evaluations number six, to ensure not only compliance with the Board's Ends policy, but also the growth of staff through reflective conversations with their direct supervisor. Student growth goals have been established within the current year. Next year the process will continue to progress as well as the quality of goals set by teachers and building leaders. We will continue the pattern established last year, learning from what was accomplished this year. Student growth goals provide the means for conversations around student data from multiple sources to guide instructional needs for our students. Teachers, in collaboration with peers and their administrative teams, plan and implement specific instructional strategies that meet the needs of students in their classrooms. The work is cyclical where staff plan, implement, assess and reflect throughout the year to support 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. Fail to develop and administer an evaluation system that is designed to:
   a. Measure professional growth, development, and performance.
   b. Document unsatisfactory performance as well as distinguished.
   c. Assure that scheduled instructional time is used to students' maximum advantage.

IN COMPLIANCE

We continue to work within the Danielson Model for teacher evaluation in compliance with the Teacher Principal Evaluation Process. We are in the initial stages of implementation as we; measures student growth, document performance, and allow for an opportunity to reflect on the instructional practice of our staff. Using the instructional framework of Danielson, we reflect on our practice throughout the school year to document the performance of our staff. Additionally, we utilize the AWSP (Association of Washington School Principals) Framework to guide my work with principals and principals work with assistant principals. Again, both frameworks promote a reflection of current practice against a rubric that allows the teacher and administrator to grow in their practice.

In an effort to maximize instructional time, I continue to review schedules and ask questions to ensure we utilize instructional time as efficiently as possible. The next school year, library will become a part of the specials rotation in the elementary school alongside physical education, art, and music. This will gain approximately 25 minutes of instructional time to the regular classroom to ensure we can focus blocks of time on reading and math instruction as well as provide paraeducator support in classrooms for students.

2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified and classified employee.

IN COMPLIANCE

The processes we have in place are through the Human Resources Department. We currently have procedures for evaluations that ensure an accurate and complete evaluation of each employee is conducted. This year our process has become even more synchronized through student growth goals and utilizing our October Inservice Day as an opportunity to review data, reflect on our practice, and develop student growth goals. Once that is in place we can link in the unit planning for teacher teams.