

The Superintendent shall be responsible for the employment, review and support of high-quality, high-performing district staff.					
Superintendent Will:	Evidence Requested	Evidence Accepted	% Complete Expected Completion Date	Follow-Up Review Date	In Compliance
<p>Develop and administer a high quality hiring process that includes:</p> <ul style="list-style-type: none"> a. A current job description including any supervisory responsibilities b. screening for qualifications c. conducting an interview that requires demonstration of skill level d. thorough reference checking 	<p>--We are working to hire the most highly qualified candidates available, which requires us to be aggressive with hiring timelines. This past spring our timelines and processes allowed us to recommend for hire some of the best administrative candidates on the market and we are working toward the same result for administrators and teachers needed for the 2017-18 school year. A well-articulated plan for the staffing of Columbia Gorge Elementary is being developed to support a smooth process of internal transfers and outside hiring, as needed.</p> <p>--We are also focused on insuring that we are fully staffed with qualified special education teachers, in spite of the notable shortage in the region. We are practicing a "grow our own" process this year, supporting four employees to obtain a special education credential through a state grant.</p> <p>--Under a new comprehensive screening process implemented this past year, teacher candidates must pass a screening interview conducted by District Office leadership and a building principal representative prior to being considered by school-level interview teams.</p> <p>--We are implementing an electronic reference check to supplement our current phone reference checks. These electronic reference checks are providing additional insights not previously available.</p> <p>--We are successfully working with PSE to review and revise our classified job descriptions on a cyclical basis.</p>				X
<p>Develop and administer an ongoing effective evaluation system designed to:</p> <ul style="list-style-type: none"> a. Measure performance of specific job descriptions, assigned duties and professional goals b. Document distinguished performance c. Document and address unsatisfactory performance through the evaluation process and personnel actions d. Improve instruction and growth in student learning when applicable e. Measure performance in alignment with the vision and goals of WSD 	<p>--As TPEP/PGES is in its second year of full implementation, it's use is becoming familiar and more refined for teachers and principals alike. The CEL 5D+ instructional framework is the basis for the evaluation system, but more importantly provides the solid basis for measuring and improving teaching and learning.</p> <p>--The four-level evaluation system allows for effective monitoring of performance at both ends of the spectrum. Now that the system is fully implemented, we will watch for implications for personnel decisions. For example, veteran teachers (> five years) with a rating of Basic for two years in a row will be placed on probation, as are any teachers with an Unsatisfactory rating.</p> <p>--We are also exploring ways to improve our classified evaluation tool so that it can be more flexible to fit the many roles held within the classified ranks.</p>				X
<p>Develop and implement an ongoing training system:</p> <ul style="list-style-type: none"> a. Maintain an induction program for new employees b. Provide on-going district-directed professional development c. Provide for the development of supervisory evaluation skills and procedures 	<p>--Through the use of state funding, we are able to employ a teacher mentor on a part-time (40%) basis. The mentor plans professional development to meet the needs of teachers new to the profession and/or new to our district. Further, she visits the new teachers, on-on-one to find out what they need and provide just-in-time support to them.</p> <p>--Through the office of the Assistant Superintendent, a robust professional development plan is in place. The 16-17 school year allowed for 26 hours of paid professional development for certificated staff. We utilized 20 hours in August before school started to provide both District-wide and school-specific professional development. We used an additional six hours in October for professional development primarily related to technology. Schools have used professional development time to learn about setting and achieving student growth goals and to further their School Improvement Plans. The implementation of the new K-5 Language Arts curriculum has been supported with extensive professional development. All schools are implementing learning walks to identify areas of focus to improve student learning.</p> <p>--Principals have been actively involved in significant professional development with CEL 5D+ trainers to enhance their observation and feedback skills. Through this professional development, the principals are honing their expertise in calibrating observation data to the 5D+ rubric and in summative scoring.</p>				X