

Policy Type: Executive Responsibility 6 (Staff Evaluation)

Board Review/Approval Date: January 23, 2018

Responsibility:

The Superintendent shall be responsible for the employment, review and support of high-quality, high-performing district staff.

Therefore, the superintendent will:	Evidence Requested/Presented	Board Notes	In Compliance	Not in Compliance	Follow-up Review Date
<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>--Our goal is to hire the most highly qualified candidates available, which requires us to be aggressive with hiring timelines. We identify and post openings as early as possible.</p> <p>--Under a comprehensive screening process implemented in 2016, 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>--In 2017, we implemented 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 collaborate 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 	<p>--As TPEP is in its third year of full implementation, its 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 will be piloting a modified classified evaluation tool in March 2018, with the goal of providing more flexibility to fit the many roles held within the classified ranks.</p>		X		

Therefore, the superintendent will:	Evidence Requested/Presented	Board Notes	In Compliance	Not in Compliance	Follow-up Review Date
e. Measure performance in alignment with the vision and goals of WSD					
<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>Professional Development for New Teachers: We provided two days of orientation and professional development for our new teachers in August 2017. 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. The professional development opportunities are offered monthly throughout the school year. Further, she visits the new teachers, one-on-one to find out what they need and provide just-in-time support to them.</p> <p>Professional Development for Teachers: Through the office of the Assistant Superintendent, a robust professional development plan is in place. The 17-18 school year allowed for 23 hours of paid professional development for certificated staff. We utilized 17 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 continuing learning walks to identify areas of focus to improve student learning.</p> <p>Professional Development for Principals: 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. Consultants from the University of Washington come to the District to provide on-site calibration training and support for learning walks.</p>		X		