HUMAN RESOURCES: Supervision and Evaluation

Overview: Supervision and evaluation of <u>all</u> employees of the system helps to assure continuous systemic improvement. Allocation of administrative time to this area is vital. Role clarity on the part of the school board in this area is essential. Carefully designed policies and procedures guide the supervision and evaluation system.

	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
GUIDING QUESTIONS	◆ What is our policy on supervision and evaluation for all staff? *See Spotlights 2 and 10.* ◆ What is our current system of supervision and evaluation of all staff, and is it working well? ◆ Is staff evaluated with provisions of NCLB in mind? ◆ Does our administration have the skills, time, and tools they need to meaningfully conduct supervision and evaluation of staff? ◆ Do our negotiated agreements define the roles of the board and administration in supervision and evaluation? ◆ What is the process used to evaluate the superintendent? Is the process tied to goals? ◆ Does the board engage in self-evaluation, and solicit feedback from the school and broader communities?	◆ What are the board policies regarding supervision and evaluation? ◆ What is the supervisory level model/system being used? ◆ What are the contractual requirements in this area? ◆ Is the supervision/evaluation system working as designed? For staff? For administrators? ◆ Is the system connected to student learning? ◆ Is there a professional development program in place at all levels to support the super-vision/ evaluation model? ◆ Who implements the evaluation/ supervision system? ◆ What training and supports exist for evaluators/supervisors?	◆ What is the goal of supervision and evaluation process at the supervisory union/district level for staff? For administrators? ◆ What model of supervision is used in the district? Who is the person at the central office with whom to work on issues related to supervision/evaluation? ◆ Who is responsible for supervision of each staff member? ◆ What resources are available to implement the system? ◆ What do contracts and policies say about the process – timelines, forms, types of observations, etc? ◆ What is the link between the supervision and evaluation system and the school mission, student achievement, and the action plan? ◆ What training do you/your staff need to implement the system?

HUMAN RESOURCES: Supervision and Evaluation *(continued)*

	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
TASKS TO CONSIDER	◈ Review policy. ◈ Request update from superintendent of the current supervision and evaluation process for all staff. ◈ Conduct board self-evaluation. ◈ Review superintendent evaluation process and timeline. ◈ Ensure that the board is informed of any significant problems with staff.	◈ Review contract, policies, existing process, and result of past evaluations. ◈ Communicate with administrative team to review and clarify the process. Invite suggestions for system improvements. ◈ Establish connectivity between supervision and evaluation results and district goals. ◈ Confirm timelines for evaluation assignments. ◈ Use negotiations to clarify and strengthen the supervision and evaluation process.	◈ Review board policy and contract provisions. ◈ Review the supervision and evaluation model/process for staff and administrators. Determine how to align goals and what training, resources, and support will be needed. ◈ Work with central office to identify critical dates and processes for employment decisions, and ensure that the evaluation cycle supports those needs. ◈ Develop a master document that outlines timeline cycles for all staff, year by year. ◈ Determine current level of implementation. Has timeline been met? ◈ Clarify links between district system, IPDP, and PD resources. ◈ Determine link to mentor program in selecting mentors and identifying supports for staff.