

## INSTRUCTIONAL LEADERSHIP: Teacher Evaluation/Supervision

**Overview:** Improvement of instruction is the primary purpose of the system and 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 Teacher Evaluation/Supervision system. See also: Supervision/Evaluation in the Human Resources - section # 6

	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
<b>GUIDING QUESTIONS</b>	<ul style="list-style-type: none"> <li>◆ Is there a plan and a process in place for teacher evaluation that supports school objectives and is in compliance with state law and negotiated contracts?</li> <li>◆ Are staff evaluated with the provisions of NCLB in mind?</li> <li>◆ What has been the record of the district in evaluating teachers in the past few years – number, timing, results?</li> <li>◆ Does our administration have the skills, time and tools they need to meaningful conduct supervision and evaluation of instructional staff?</li> <li>◆ What is our current policy on teacher supervision and evaluation? See <i>Spotlight on page 77</i>.</li> <li>◆ Do our negotiated agreements define the role of the board and administration with evaluation/supervision?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What are the contractual requirements for the Evaluation/Supervision system? <ul style="list-style-type: none"> <li>➤ Timelines</li> <li>➤ Process</li> </ul> </li> <li>◆ What is the existing practice for Evaluation/Supervision of teachers?</li> <li>◆ How is Evaluation/Supervision connected with student results, action planning?</li> <li>◆ How does the system (school) prioritize evaluation/supervision? <ul style="list-style-type: none"> <li>➤ time</li> <li>➤ ratio</li> <li>➤ expectations</li> </ul> </li> <li>◆ What training and supports exist for evaluators/supervisors?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What is the board policy on the role of supervision and evaluation in student achievement?</li> <li>◆ What are the contractual requirements for the supervision and evaluation system?</li> <li>◆ What model/documents are in place to implement the contractual requirements?</li> <li>◆ Who is responsible for evaluation and supervision?</li> <li>◆ What are the numbers of teachers that you will be expected to evaluate/supervise?</li> <li>◆ What is the link between the supervision and evaluation system and the school mission, student achievement, and the action plan?</li> <li>◆ What training do you/your staff need to implement the system?</li> </ul>

## INSTRUCTIONAL LEADERSHIP: Teacher Evaluation/Supervision *(continued)*

TASKS TO CONSIDER	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
	<ul style="list-style-type: none"> <li>Review policy.</li> <li>Review teacher evaluation procedures for substance and to make sure they are consistent with the contract requirements. Identify possible changes for next negotiation process.</li> <li>Receive annual reports regarding the results of the teacher evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>Review contract.</li> <li>Review existing processes.</li> <li>Review cycles and results (quality control) of past evaluations.</li> <li>Establish connectivity between Evaluation/Supervision results and district (school) goals.</li> <li>Establish process to link Evaluation/Supervision to:                             <ul style="list-style-type: none"> <li>➤ IPDP</li> <li>➤ Action Planning</li> <li>➤ Contract Resources</li> </ul> </li> <li>Use negotiations process to strengthen the Evaluation/Supervision process:                             <ul style="list-style-type: none"> <li>➤ effective timelines</li> <li>➤ due process</li> <li>➤ incentives</li> </ul> </li> <li>Review board policies.</li> </ul>	<ul style="list-style-type: none"> <li>Review board policy and contract articles on supervision and evaluation.</li> <li>Determine the model that is in use.</li> <li>Work with the central office to get necessary background including implementation of the process, possible mentor, and training.</li> <li>Develop a master document that outlines timeline/cycles for all teachers year-by-year.</li> <li>Determine the level of implementation of the current system – have cycles and timelines been met?</li> <li>Work with the central office to identify critical dates and processes for employment decisions and ensure the evaluation cycle supports those needs.</li> <li>Clarify the links between the school district system, the local standards board IPDP, and PD funds and resources.</li> <li>Determine link to mentor program both in selecting mentors and in identifying support systems for teachers.</li> </ul>