

Management, Supervisory, and Confidential Personnel

EVALUATION/SUPERVISION

Evaluation Procedures - Certificated Management

Introduction

The following administrative procedure is only a guideline for evaluation and the District will encourage alternative procedures whose goals are to enhance the performance of management, supervisory, and confidential personnel. The Superintendent encourages alternative models of evaluation which allow for peer evaluation and focused reflection on leadership and its responsibility in furthering the instruction of children. Time lines in the procedure are advisory intended to allocate certain sequences in the logical progression for definition, performance, and assessment. Compliance with Board Policy 4315 shall be only as required by Education Code Section 44660 et. seq. Neither the procedure nor the policy are intended to be prerequisites for notice of reassignment pursuant to Education Code Section 44951. Principals and other certificated management employees serve in their leadership roles at the pleasure of the Board of Education. *Shoemaker v. Myers* confirms that employment of public employees is by statute not contract. Neither this procedure nor the policy is intended to provide contractual or equitable rights to employees, and this procedure may be revised at anytime by either the Board of Education or the Superintendent, including but not limited to any stage of the evaluation process. When the procedure refers to "Superintendent," it should be read to allow for a Superintendent's designee should the Superintendent so elect.

Identifying Needs

The identification of needs is an ongoing process in a dynamic organization. A need is the difference between an existing set of conditions and an expected or desired set of conditions. Educational needs change weekly, daily or even hourly. As each school and District staff undertake to plan for the instructional year, they must identify where student populations are most likely to be at the beginning and end of the instructional year in relation to the student(s) capabilities and the District's/school's objectives. The needs of the student population should be one basis for establishing objectives.

School needs can only be determined when the skills, knowledge and attitudes of students and staff are known. Individual or group performance during one instructional year, as determined by the school's and/or District's assessment program, and the school's/District's stated objectives should provide personnel with sufficient data to establish tentative objectives during the first six weeks of the following instructional year.

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Establishing Objectives

Objectives for the evaluatee may be established once school personnel have identified the tentative need(s) for an instructional year and the District's goals and/or objectives are known. Evaluatee's objectives should contain the following:

1. The name of the individual(s) accountable.
2. What will be accomplished.
3. The standard of acceptable performance.

Objectives should be related to the District mission statement, District priorities, job description, school improvement process, and program quality review findings. Evaluatees should select objectives from three large domains: (1) academic achievement of students, (2) the learning and working environment, and (3) effective management techniques.

For each selected objective, an acceptable level of performance must also be established. The evaluation plan should include the methods, tools or instruments to be used to gather data to determine if the objectives have been reached.

The written report containing the objectives, requirements, and evaluation plans will be submitted to the evaluator(s) six weeks following the first day of the school year. The evaluator(s) and evaluatee may utilize other sources of data for the purpose of evaluation.

Acceptance of Objectives, Requirements, and Evaluation Plans

The evaluator(s) and the evaluatee submitting objectives and evaluation plans will indicate their acceptance by their signatures. A conference(s) between the evaluator(s) and the evaluatee shall be established. Acceptance is to be established by the end of the sixth school week. If there is a lack of agreement over the establishment of one or more objectives, the Superintendent shall determine the objectives to be used.

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Principals Only

Each principal will submit his/her objectives individually and/or with a peer group at a meeting with the Superintendent. The Superintendent and principal(s) will review progress towards the objectives during the year.

Selection/Design/Execution of Processes to Reach Objectives

The evaluatee assisted by the evaluator(s) will establish and monitor processes to maximize his/her chance of getting the desired results.

Monitoring and Evaluating Expected Results

As established in the accepted evaluation plan, there will be instances when the evaluator(s) seek(s) to obtain data on progress being made toward the evaluatee's stated objective(s). This data may be used to improve the program during the course of its development and verify the results.

The monitoring processes may include but are not limited to:

1. On-site planned and unplanned observations.
2. Self-evaluation.
3. Receiving input from staff members, community, and students.

During the monitoring period, if preliminary data identifies areas that need improvement, a report will be made by the evaluator(s) and filed with the Superintendent.

Evaluation Summary

The purpose of the evaluation summary is to assist in:

1. Providing data for decisions on recognizing outstanding competence and performance of individuals.
2. Effectively utilizing personnel.
3. Improving individual performance.
4. Determining whether to continue or discontinue the services of the evaluatee for reasons associated with the objectives. The procedure is not intended to limit the applicability of Education Code Section 44951.

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If it is appropriate, the Superintendent may point out the need for improvement and recommend ways in which improvement might be attained. Assistance may include, but is not limited to, peer coaching, training seminars, directed reading, and observations.

The evaluator(s) will write a summary each year for all probationary personnel and for any tenured personnel who received less than a satisfactory rating in the prior year or in any year where an evaluator(s) has reason to be concerned with an employee's performance, and every other year for all other tenured personnel.

TIMELINE:

February-March	Summary evaluation report for probationary employees and for those with less than satisfactory evaluation; prior to March 15.
June-July	Evaluatees shall be provided a copy of the written evaluation thirty (30) calendar days prior to the end of the year. A meeting to discuss the evaluation summary may be scheduled at anytime after the evaluation summary has been provided the evaluatee.

The steps to be used in preparing the evaluation summary will be as follows:

1. The evaluator shall provide a written evaluation to the evaluatee prior to the conference.
2. A meeting will be scheduled provided that it can be accommodated within the statutory time lines. Should the meeting result in any revisions to the evaluation, the revisions will be incorporated in the final evaluation summary which shall be signed by the evaluatee and returned for placement in the personnel file. For the purposes of compliance with Education Code Section 44660 et. seq. and/or Education Code Section 44031, the original evaluation shall serve as notice of the right of the evaluatee to place a response to the evaluation in the personnel file.

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3. In the event that the evaluatee is not available for conference (or any other reason satisfactory to the Superintendent), this procedure may be modified at the discretion of the evaluator to complete it prior to March 15.
4. The evaluatee will sign and return the summary within ten (10) working days. The signature of the evaluatee will not constitute endorsement of the evaluation. It will indicate that the evaluatee has had the opportunity to discuss the summary and to enter comments or disagreements.

Standards: Performance Indicators for School Site Principal

Criterion 1: PROFESSIONAL GROWTH

The principal demonstrates professional preparation to fulfill the duties as assigned to the role.

Indicators:

- Attends and participates in training reflective of school/individual goals.
- Understands and promotes learning theory and instructional practices.
- Works towards goal attainment.
- Seeks advice and assistance when appropriate.

Criterion 2: SCHOOL IMPROVEMENT

The principal demonstrates leadership in developing an effective school improvement process that promotes student learning.

Indicators:

- Uses longitudinal data to establish intermediate and long range goals.
- Involves staff in planning and/or conducting inservice programs.
- Develops and implements strategies to improve student learning.
- Coordinates supporting noninstructional services to assist in accomplishing goals.
- Assists teachers in providing for individual student needs and abilities.
- Maintains a visible presence.
- Communicates District and site expectations, vision, and mission.

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- Supports the need for inclusion of all cultures and anti-bias issues within the curriculum.
- Promotes the belief that all students can learn.
- Supports the inclusion of staff and school community in the implementation of the school improvement plan.

Criterion 3: EVALUATION OF SCHOOL PERSONNEL

The principal demonstrates expertise in analyzing teaching, recognizing effective instruction, and recommending improvements when needed.

Indicators:

- Supports ongoing professional growth.
- Identified the strengths/weaknesses of staff, so as to best utilize their abilities.
- Maintains high expectations for staff performance and holds staff accountable.
- Gives recognition to staff members for significant achievements and contributions.
- Identified effective teaching skills.
- Promotes high morale and enthusiasm.
- When appropriate, works, collaboratively with individual staff members and the Human Resources Department in the remediation process to enable staff to correct deficiencies.
- Follows established procedures and time lines in completing staff evaluations.
- Recommends termination and non-reelection action when necessary.

Criterion 4: MANAGEMENT

The principal demonstrates the ability to manage a school budget, and the daily routines of the physical plant in ways that are conducive to student learning.

Indicators: Budget

- Assess financial needs of the building relative to the School Improvement Plan.
- Understands District and site budgets and uses them to meet long- and short-term instructional program goals.
- Uses the building/program budget to meet short- and long-term instructional program goals.

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- Understands the intent, rule, regulations and limitations of appropriate categorically-funded programs.
- Provides for staff and community involvement in budget preparation.
- Oversees the acquisition and spending of student body funds.

Indicators: Administration

- Administers all responsibilities in accordance with state law, District policies, procedures, and employee agreements.
- Determines information needed and establishes priorities for action in decision making and anticipates the consequences of decisions.
- Provides for a learning environment, which is clean, safe, and properly maintained.
- Manages conflict in an objective and positive manner.
- Operates with a teamwork approach to management.
- Supervises classified personnel assigned to the building and coordinates their work and evaluation.
- Supervises student conduct within the school and oversees disciplinary procedures, keeping records of disciplinary actions.
- Supervises the preparation and safekeeping of records, reports and all other paperwork required.

Indicators: Physical Plant

- Maintains adequate security and safety measures and follows procedures for reporting vandalism and/or break-ins.
- Oversees the daily care and refers appropriate problems to the maintenance department.

Criterion 5: COMMUNICATION

The principal communicates effectively.

Indicators:

- Provides an environment that is responsive to the collective needs of students, parents, staff, and community.
- Demonstrates an understanding and sensitivity to different racial, ethnic, cultural, and religious values.

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- Implements a plan to recognize student, staff, parents and community.
- Deals with personal information and communication in a professional (ethical) manner.
- Involves staff, students, and parents in decision-making processes as related to the school plan.
- Maintains a system of effective communication with staff, parents, students, and community.
- Clarifies policies, rules and regulations and programs for staff, parents, and community.

Criterion 6: COMMUNITY RELATIONS

The principal effectively creates positive community relations.

Indicators:

- Promotes home-school programs.
- Is sensitive to societal changes as they impact the school.
- Is committed to community involvement to improve the school. Cooperates with appropriate community organizations.
- Communicates with the public about the programs and services of the school.
- Demonstrates an understanding of the community, its demographic nature, and its political forces.
- Promotes business partnerships in the community.

ADDITIONAL EXPECTATIONS: INQUIRY PROCESS

The principal implements the inquiry process and enables groups of people to work together to gain a more complete understanding of the challenges they face. The process encourages collaborations, creativity and thoughtfulness as a school community constructs its own unique solutions. The stages of the inquiry process are:

1. Focuses in on problem area.
2. Brainstorms solutions.
3. Synthesizes solutions to action plan.
4. Tests action plan.
5. Evaluates and re-assesses.

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STUDENT-BASED DECISION MAKING

The principal understands and applies the principles of decision making whether decisions are made by individuals or groups: improving student learning, ethical responsibility, and involving all stakeholders. When applying these principles, the following essential questions must be asked:

1. How does the decision improve student learning?
2. Is the decision illegal, unethical, or immoral?
3. Is there adverse impact on others?
4. How are individual needs balanced with group needs?