

LUDLOW SCHOOL DISTRICT

POLICY CD

EDUCATION SUPERVISION AND EVALUATION (Page 1 of 2)

Policy

It is the policy of the Ludlow School District to provide appropriate supervision and evaluation as a basis for improving the knowledge and skills of the school staff which will advance student achievement. Effective supervision and regular evaluation provide constructive feedback on teaching methods and materials enabling professional educators to improve their abilities to help all students achieve at high levels.

Implementation

The superintendent will ensure that all those engaged in supervision and evaluation are appropriately trained to do so and have appropriate time allocated to carry out those responsibilities.

The superintendent, in collaboration with the principal and teacher representatives, will develop procedures for the supervision and evaluation of educators. With the exception of probationary teachers, tenured staff will initially be divided into three groups each of which will be placed on three different annual cycles. Each cycle will include formative and summative components.

Cycle One: The major component of this cycle will be a minimum of two classroom observations, each of which will be comprised of a pre-observation conference, the observation itself and a post-observation conference followed by a written report. The summative report at the end of the year will be based on the classroom performance and all other aspects of the position.

Cycle Two: This cycle will be comprised of the annual goals that will be mutually developed by the principal and the teacher. The emphasis will be on improving teaching techniques and could also include incorporating new curriculum material, grading systems, etc. This cycle would require, at a minimum, three goals, mid-year and final conferences with the principal.

Cycle Three: A teacher on this cycle would be responsible for developing two to three self-imposed goals on some aspect of responsibilities outlined in the job description. Progress towards the completion of the goals shall be submitted to the principal prior to the end of the year. The goals and the progress report will become part of the teacher's file. The principal will be responsible for providing support and advise throughout the year.

The superintendent, in collaboration with the principal, will implement those procedures which will be consistent with the following recommendation guidelines:

1. A job description will be developed for each professional educator's position. Job descriptions will specify the required qualifications, performance responsibilities, general evaluation criteria, terms of employment and supervision.
2. Performance goals set by the educator and his/her supervisor will be clearly articulated.
3. Evaluations will be based substantially on criteria set forth in approved job descriptions, articulated goals, classroom performance and linked directly to the school's needs to improve student performance as outlined in its action plan.
4. Educator evaluations will be carried out annually.

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5. In any case requiring discipline of a professional educator, applicable state law, due process procedures, and contractual requirements will be followed.

The principal will ensure that educator supervision and evaluation priorities are linked closely to the school's current action plan based on current pedagogical principles.

Probationary Teachers

Teachers who have been employed for less than two school years in the Ludlow School District are probationary teachers. The principal will ensure that probationary teachers have intensive support, including the assignment of a mentor, regular supervision and a minimum of three written classroom observations each year during the first three months of the two year probationary period. When the required evaluations have been carried out, the standard for non-renewal of a probationary teacher's contract is any reason not prohibited by law, and the decision of the school board is final in the absence of contrary provisions in the teacher's contract.

Administrators will use a variety of staff evaluation strategies based on current research which may include:

1. pre and post classroom visitation conferences;
2. announced and unannounced classroom observations;
3. formative and summative evaluation reports.

The principal will collaborate with the superintendent to prepare and deliver, at least annually, *prior to May of each year*, to the school board, a progress report and recommendations about the effectiveness of the supervision and evaluation system and practices.

On the basis of evaluations carried out in accordance with this policy, the principal will collaborate with the superintendent to identify educators in need of intensive support or other special attention.

DATE WARNED: August 2, 2004

DATE ADOPTED: August 11, 2004

DATE REVIEWED:

LEGAL REFERENCE(S): 16 VSA 165 (Public School Quality Standards); 16 VSA 563 (12) Powers of School Boards); 16 VSA 1752 (Suspension and Dismissal); 16 VSA 1981 et. seq. (Labor Relations - Professional Staff); 21 VSA 1721 et. seq. (Labor Relations); Vermont State Board of Education Rules 2120.4, 2120.5

POLICY REFERENCE(S): Board Member Education, Board Goal-Setting and Self-Evaluation, Staffing and Job Descriptions, Personnel Files, Board Relations with School Personnel, Professional Development, Budgeting, Local Action Plan, Annual School Report

PROCEDURE REFERENCE: