

ORANGE WINDSOR SUPERVISORY UNION

Royalton School District

Educator Supervision and Evaluation

The ultimate goal of good supervision and evaluation is to improve the knowledge and skills of the school staff so as to 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.

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

- A job description will be developed for each professional educator's position. Job descriptions will specify the educator's qualifications, performance responsibilities, general evaluation criteria, terms of employment and supervisor.
- Performance goals set by the educator and his/her supervisor will be clearly articulated.
- Evaluations will be based substantially on criteria set forth in approved job descriptions, articulated goals, and linked directly to the school's needs to improve student performance as outlined in its action plan
- Educator evaluations will be carried out in no more than three year cycles
- In any case requiring discipline of a professional educator, applicable state law, due process procedures, and contractual requirements will be followed.

Principals will ensure that educator supervision and evaluation priorities are linked closely to the school's current action plan.

Probationary Teachers

Teachers who have been employed for less than two years in Vermont public schools are probationary teachers. The principal will ensure that probationary teachers have intensive support, regular supervision and at least two written evaluations each year during 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. If the probationary teacher has not received at least two written performance evaluations per year of probationary service, the standard for non-renewal of contract is just and sufficient cause.

The principal will ensure that all teachers in their first two years of teaching have intensive support, including a District Orientation Program, a mentoring system and regular supervision and evaluation. Evaluation will be provided for all staff beyond the initial two-year period, in a three year cycle. (Please refer to the OWSU Framework for the Implementation of Supervision, Evaluation, and Professional Development of Educators.)

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

- pre and post classroom visitation conferences;
- announced and unannounced classroom observations;
- formative and summative evaluation reports.

All professional staff will participate in a revolving three-year evaluation cycle that includes establishment and assessment of annual goals:

- Year 1-intensive interactions and classroom visitations by the supervising

Administrator(s);

- Year 2- Unless in an intensive supervision cycle, options may include mentoring, collaborative observation and feedback with colleague(s) and other options described in the OWSU Framework.
- Year 3-Unless in an intensive supervision cycle, options may include discussion with the supervising administrator, modification/alignment of professional goals with the annual school action plan and other options described in the OWSU Framework.

The principal will collaborate with the superintendent to prepare and deliver, at least

annually by April 1st 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 Discussed: 11-2-99, 11-16-99, 12-21-99

Date Warned: 1-25-01

Date Adopted: 2-6-01

Legal Reference: 16 VSA, s. 165 (Public School Quality Standards)

16 VSA, s. 563 (12) (Powers of Boards)

16 VSA, s. 242 (3) (Duties of Superintendents)

16 VSA, s. 1752 (Suspension and Dismissal)

21 VSA, s. 1721 et seq (Labor Relations)

Vermont State Board of Education Rules s. s. 2120.4, 2120.5

Cross Reference: BI (Board Member Education)

B2 (Board Goal-Setting and Self-Evaluation)

C3 (Job Description)

C5 (Personnel Files)

D2 (Professional Development)

E2 (Budgeting)

G8 (Local Action Plan)

H6 (Annual School Report)