

**Supervision/Evaluation
Executive Summary
January 17, 2013**

I. Budget Overview

The FY14 Superintendent's proposed budget for Supervision/Evaluation reflects an increase of \$271,000 above the FY13 budget, or an increase of .8% on the overall budget. This includes an increase in the payroll account of the Elementary Schools of \$80,000, an increase in the Middle School of \$87,000, and an increase of \$84,000 at the High School. Additionally there is a \$20,000 increase to the expense budget to be used across the district.

II. Personnel Summary

1. This includes 2.0 FTE increase in Assistant Principals, one at the Elementary level and one at the Middle School an increase of \$167,000.
2. This includes an \$84,000 increase to reduce the course loads of curricular leaders at the high school providing them time to perform observations as part of the new system

III. Expense Summary

1. There is \$20,000 in expenses to provide software support. Several packages are being considered.

Back up information:

Attachments:

- Survey of School Districts
- Projection of time requirements from Baseline Edge

Survey Summary:

- There are 22 School Districts in the survey.
 - 64% of the Districts have a Department Head structure in place for supervision/evaluation.
 - 9% of the Districts have Lead Teachers who participate in supervision/evaluation.
 - 36% of the Districts have District Coordinators who participate in supervision/evaluation.
 - 100% of the Districts have Assistant Principals who participate in supervision/evaluation.
(Where and how many varies)
- Projected or actual increase in time due to new supervision/evaluation model.
 - 4% of the Districts project a 0% to 20% increase.
 - 9% of the Districts project a 21% to 40% increase.
 - 23% of the Districts project a 41% to 60% increase.
 - 9% of the Districts project at least a 61% increase.
- Adding positions to meet the state requirements.
 - 59% of the Districts are not adding new positions.
 - 36% of the Districts are adding new positions.
- What positions are being added?
 - 18% of the Districts are adding Assistant Principal or increasing Assistant Principal time.
 - 4% of the Districts are adding District Level personnel.
 - 4% of the Districts are adding Department Heads.

Time Projections

The Baseline *Edge* slide quantifies the time needed for a teaching staff of 30.

My own experience in Framingham projected an increase in time from the present system to the new system at 30% or more.

Why the Recommendation from the Administrative Team? (Material Gathered From the Team)

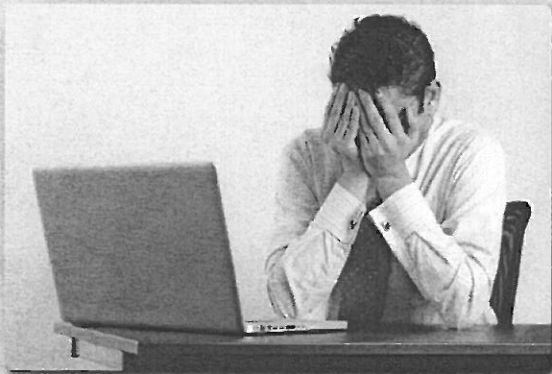
The changes to the supervision and evaluation requirements are much more labor and time intensive than the current system. To accomplish this well, having additional administrative support is essential. Additionally, continuing to be accessible to students, parents and staff to the level they are accustomed cannot be maintained without additional staff. A variety of approaches were considered for staffing. Licensure requirements in order to evaluate combined with contractual language relative to who can evaluate had to be considered as options were investigated.

At the Elementary level, at Hopkins and Elmwood, the demands on time of a shared Assistant Principal do not provide effective continuity in terms of students, teacher support, discipline, or community interactions. At present it is difficult to provide the consistent presence that is necessary for students and teachers that was in place prior to FY10, when each school had 1.0 FTE funded position. The Administrative Team's recommendation to increase the FTE of the assistant principal from 0.5 to 1.0 will provide the much needed support and consistency (as described above), and also enable School Administration to effectively implement the state mandated supervision and evaluation system, which will require daily classroom visits, timely and consistent feedback to all educators, collection of evidence for instructional effectiveness, additional conferences and individual meeting and mentoring time with educators, and ongoing progress monitoring of teacher effectiveness throughout the school year. It will also enable the Principal to focus on the daily operational demands of the school, including but not limited to spending more time on instructional leadership, data analysis, and time in classrooms to observe and supervise instruction. Finally, it will provide supervision and evaluation support at the Center School.

At the High School, the proposal is to provide release time for content leaders. This will provide the time to observe teachers in their department. Similar positions exist but presently they do not have unscheduled time to get into the classrooms. The new system will entail daily classroom visits, meetings with educators to develop individual and team goals, regular feedback to educators, gathering and updating evidence of effectiveness, formative and summative conferences, and monitoring progress toward goals. These new regulations are a dramatic increase in the necessary tasks for school leaders. Adding this release time for CTL's (present title) will enable the high school to effectively complete the necessary evaluations mandated by the state each year. In addition, the staff will benefit from being observed by someone in their own content area.

At the Middle School, the proposal is to add a 1.0 FTE Assistant Principal. The teaming structure does not lend itself to a similar structure as the high school proposed. Additionally, shared staff between the high school and the middle school was considered. The challenge with that option is to ensure the high school and middle school receive equitable services. There is also wisdom in a supervisor/evaluator working directly with a team of teachers which this proposal enables.

Throughout this proposal is a commitment to quality that has been one of the strengths of Hopkinton. The students are the beneficiaries of quality instruction. This system will provide consistency of instructional practices and ensure all of our classrooms are high-performing.



- Time Consuming for Principals
 - 30 Teachers, 315 hours per year, 15-20% of total school year time
- Tracking Schedule and Progress
 - 5 Stages, multiple observations for 30 teachers, 450 Assigned tasks to be completed
- Multiple Components to bring together
rubrics, observations, evidence, notes, photos, documentation
- Student Data Integration

How do school administrators who are very busy accomplish this work?