

*Again, it will be like a person going on a journey, who called the servants and entrusted property to them. [One servant was given] five talents of money, to another two talents, and to another one talent, each according to one's ability. Then the person went on a journey.

Take the talent from [that servant] and give it to the one who has the ten talents. For everyone who has will be given more, and will have an abundance. Whoever does not have, even what he has will be taken from him. "

Matthew 25: 14,15; 28,29

Objectives – Tuesday, July 13

- Handbooks
- Technology
- Chapter 8, *Architects of Catholic Culture*
- Supervision vs Evaluation
- Role Play
- Teacher Conferences
- Role Play
- Discipline Issues
- Termination

Email Usage Guidelines
 Mary Angela Shaughnessy, SCN, J.D., PhD

- Use school email account for school purposes
 - Remember, you are a professional rendering a service to students
 - Communicate only about school matters that are appropriate to discuss in school
- Write as though you are certain that others will read what you write
 - Do not use instant messaging
 - Remember, boundaries must be respected in written correspondence as well as in oral communication.
 - Email can be misinterpreted

Facebook with students is not good
 Does STATS have a school policy on Facebook?

Not Administrator's job to monitor all faculty web use

Comprehensive Acceptable Use policy
 Tech is a privilege, not a right at work

Handbook Development – True or False?

Mary Angela Shaughnessy, SCN, J.D., PhD

- F** ■ It is never legally permissible to leave students under the age of 18 unattended.
- F** ■ If an administrator grants due process in disciplinary proceedings, the accused must also be able to be represented by legal counsel at an internal proceeding.
- T** ■ The faculty handbook or personnel manual can be considered part of the employment contract.



not a good idea, but supervision is different from unattended

due process w/ school, happens in school community

should be referenced in employee contract

Handbook Development – True or False?

Mary Angela Shaughnessy, SCN, J.D., PhD

- T** ■ An at will employee can be terminated for any reason.
- T** ■ Employees can be required to perform duties that are not part of their assigned jobs.
- T** ■ A Catholic school may be required to accommodate the religious needs of non-Catholic employees.
- T** ■ Teachers can be disciplined for off campus behavior.
- T** ■ If an administrator fails to give employees instructions re: child abuse reporting laws, the school could be held liable.



if reasonable jobs

example: a personal day on Jewish holiday

you represent the school

Model what you want your faculty to do

<p>Excuse Artist Misses every deadline and goal, but always seems to be steady with a "good" excuse or to place blame and point fingers at others.</p>	<p>The Gossip Behind closed doors, over the grapevine, and under the radar, they're waging verbal warfare... personal attacks, rumors, carping, and criticisms are the tools of their trade.</p>
<p>The Soap Star Their continuing "soap operas" of personal problems not only hurts their own productivity, but distracts sympathetic coworkers who get drawn into their never-ending predicaments and problems.</p>	<p>The Downer No matter what, this person is unhappy. For this pessimist, the glass is always half empty. The Downer maintains a consistently negative, stifling presence and constantly spreads the bad news to everyone else.</p>
<p>The Irb They need constant attention, reassurance, and feedback.... and take so much energy and time to manage, you often find yourself sacrificing your job responsibilities to help them meet theirs!</p>	<p>The Smarmy-Pants Challenges your management authority openly and forcefully, constantly questions management decisions, and creates a harmful undercurrent of "anti-management" chatter.</p>



Facilitating Behavior Change

- Establish rapport before a problem starts
- Visit classrooms
- Start with a purposeful conversation
- Follow-up with a verbal warning
- Adhere to diocesan policies and procedures

- Adapted from *From Difficult Teachers to Dynamic Teams*, Barbara Brock and Marilyn Grady

Has its own challenges if you've been at the school a long time

Informal
3rd time -> Memo of Counsel

Creating a Culture of Teamwork

- Building a positive culture
- Focusing on positive teachers
- Creating a spirit of teamwork
- Rewarding positive people

• Adapted from *From Difficult Teachers to Dynamic Teams*, Barbara Brock and Marilyn Grady

Dufour & Marzano

Be a leader in the positive culture
Break up toxic pods - break them up in committee work
They get things done

Values-Based Decision Making Process
Catholic Health East

- Preparation: Who will be affected? How serious is the issue?
- Decision Making: Pray, reflect, identify the question, who are the communities of concern?, gather needed data, establish priorities, develop options, listen, consensus
- Follow Through: Build a plan for monitoring and reporting

more for group decision, but can be adopted
broad groups vs. few individuals

Don't make decisions in haste

looking for good teaching & learning

Summative at end of year

Observation of classes
Supervision vs. Evaluation

<ul style="list-style-type: none"> Focus on classroom Various forms Improvement within the classroom Instruction, classroom management, etc. 	<ul style="list-style-type: none"> Mission of the school Adherence to teacher handbook Participation in the life of the school
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how person's fitting into life of school

per coaching portfolio

Not a lot of principal activity in classrooms

hard to supervise differentiated instruction w/ only one observation

looking for good teaching & good learning

Supervision and Evaluation

- Supervision:** professional growth of an employee's current and/or past performance relative to his or her performance standards
- Evaluation:** process through which schools insure that employees are working toward school and personal goals. The evaluation provides an opportunity to develop the employee's capabilities. The process evaluates and rewards the efforts of the employee. The evaluation is done by the principal.

Marshall - rethink supervision

- observation - do not pay show based on formal lesson

- being critical friends - teachers observing each other's classrooms
 give to example at faculty meeting
 → not an evaluation

different from veteran teacher ← new teachers 3-4 x year
 ↳ even more informal

at least write up of short meeting after formal observation

Supervision and Evaluation

- August/September: Teachers establish goals for the year
- Supervision: Conduct classroom observations throughout the year. Formal observations ⇄ teachers identify goals and outcomes
- May/June: Evaluation based on initial goals, supervision of classes, support of mission, other responsibilities

- Evaluation notes w/ person signing the contract

- kept classes are often more content focused in observations

Observation
 what went well in class
 areas of strength
 areas of growth

- no teacher should be surprised if their contract is not renewed - give time to grow work all year

Plan of Assistance

Sally Jeffers has been floundering this year. This is her second year and she can't manage her classroom. I have received two or three parent complaints. Last week you observed her and realized she needs improvement in several areas. You are considering non-renewal of her contract. What recommendation do you have for a formal plan of assistance?

Must offer plan of assistance before termination/ non-renewal

Happens in a collaborative environment
- takes time

Evaluation

- Evaluations are based on expectations and assessment measures regarding an individual's contribution to mission. Expectations should be concrete, with measurable standards for each expectation. (Teacher handbook)
- Employees should always know ahead of time how and on what basis you're going to appraise them
- The evaluation should be flexible to accommodate reality of the individual's faith journey
- The evaluation should include a component of self evaluation to promote reflection, conversation and growth

Importance of goal setting

Charlotte Davidson - Done a Spanish evaluation

Domains

1. Instruction
2. Further Professional Responsibilities
3. The Classroom Environment
4. Catholic Identity
5. Planning and Preparation

Role Play

A student recently enrolled in the school. Her mother is living with her partner. The reason she chose the school is that she feels it is a safe and nurturing environment for her child. On a recent visit to a gay bar in a neighboring city, she recognized one of the teachers from the school. She is informing you of this and wants to make sure you are aware of the situation. The concern is that others may find out and she does not want the school to lose this teacher. The teacher is a veteran teacher and has an excellent reputation.

Preparing for the Evaluation

- First, give the teacher or staff member ample time to review his or her work, and to read over his or her goals, analyze problems, and compile questions and comments.
- Study his or her job description, compare the employee's performance to his or her goals, and review the files of the person's previous evaluation
- Schedule sufficient time for the conference

45-1 hour contract ready

Evaluation Conference and Follow-up

- Supervisor and teacher or staff member review the evaluation and make plans to remedy deficiencies and reinforce strengths
- Principal and teacher develop a plan for correcting any deficiencies the evaluation might have unearthed, and to reinforce the things the teacher does correctly

Principal & teacher need to prepare for eval

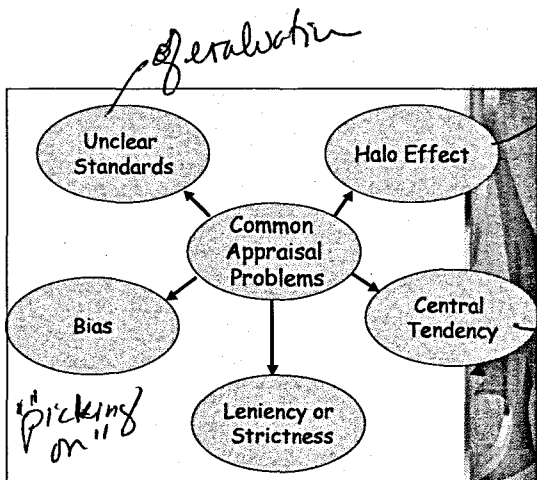
Have conversation, follow up/
Written evaluation - see how teacher perceives self

May need follow up mtg after initial eval mtg

Contracts - teaching responsibilities shouldn't be in contract - be more generic - "teacher" vs "math teacher"

Conference

- Main aim of the conference is to reinforce satisfactory performance or to diagnose and improve unsatisfactory performance
- Get agreement before the teacher leaves on how things will be improved (Plan of assistance)
- Sign contract



everyone outstanding

everyone mediocre/above average

Be objective

Things to Keep in Mind . . .

"Legally Defensible Evaluations"

- Develop criteria for feedback from documented job analyses
- Communicate performance standards to employees in writing
- Base evaluation on various performance dimensions
- Include employee self-evaluation
- Include an employee appeals process
- One person should never have absolute authority to determine a personnel action
- Document all information bearing on a personnel decision in writing
