SUPERVISION AND EVALUATION OF INSTRUCTIONAL STAFF

The Board has the expectation that the Superintendent of Schools will establish a program of supervision for each classification of employee. The supervision should be intended to assist in the professional growth of the professional staff member and should be based on sound managerial principles. The program of supervision should be such that the immediate supervisor or evaluator will have at least one face-to-face summary evaluation with each employee during the latter part of each year of employment. While the intent of the Board is to encourage constructive growth, it is expected that the work performance of all employees will be evaluated in accordance with the job description for the position.

Each principal, or a designee, shall plan a program of classroom visitations in accordance with the agreement between the Board and the bargaining unit. It is recognized that formal classroom visitations, in compliance with the agreement, will be one phase of an overall supervisory program. Classroom visitations of a shorter duration will be encouraged in order to catch a quick glimpse of a program or to observe a particular classroom situation. It is also accepted that observation and review of the work performance in situations other than the classroom are essential to adequate supervision.

The principal, or a designee, is responsible to advise the professional staff member of their observations and reviews and to properly record the times and matters of such conferences. The intent of a conference is to increase the professional growth of both the teacher and the immediate supervisor or evaluator, and to seek a common ground for such growth by the exchange of comments relating to the work performance.

The intent of these observations and conferences is to keep the immediate supervisor or evaluator informed of current practices in the school program, to observe student conduct and progress, to encourage the growth and exchange of ideas in teaching strategies, and the use of materials, to discover ways and means of coordinating the curriculum, and to evaluate the effectiveness of the professional staff member in the classroom as well as the contributions of the total school setting and the maintenance of proper decorum within the school.

Proper decorum shall mean that the classroom or learning environment is purposeful; students and teacher exhibit an attitude of mutual respect; proper supervision and guidance of students is evident; students seriously take responsibility for their learning; and the teacher is fair, impartial, and has a good rapport with students. In maintaining a professional relationship between teacher and student, it is the duty of the teacher to always maintain the authority and leadership role. Further, the teacher shall speak and act in a way consistent with how they would with parents or supervisors present.

Attendance

1. Staff members who are absent, tardy, or fail to appear at assigned responsibilities on two separate occasions without notifying their principal or immediate supervisor and receiving permission, will receive a verbal warning.
2. Following a third verbal warning, the principal or immediate supervisor will notify the staff member concerned in writing, itemizing the dates the infractions occurred, and place a copy of the notice in the individual's personnel file. The staff member will provide a written explanation for each infraction.

3. In the event of continued tardiness or absence without prior notification and permission, the principal is authorized to hire a substitute, when appropriate, and the employee shall not remain in school nor receive the day’s pay. Continued infractions may result in a termination of services for cause.
SUPervision and Evaluation of Professional Staff

Professional staff members are expected to meet and maintain competency in the performance of their professional responsibilities. In accordance with RSA 189:13, one – but not the only one – of the School District’s established standards that a teacher must meet to be competent is defined in the language of professional practice as described in exhibit GCNA - E. Specifically, a teacher must demonstrate behaviors consistent with descriptions defined as proficient or better in the standards established by the Salem School Board. Teachers who fail to demonstrate such behaviors as determined through formal and/or informal supervisor observations also shall be deemed unsatisfactory.