

Principals Administrators

Principals are the chief administrators of their assigned schools. The primary responsibility of principals administrators is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Superintendent. The majority of the principals administrators' time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Principals Administrators are responsible for management of their staff, oversight of the maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

Evaluation of Principals Administrators/Assistant Administrators

Each principal shall receive at least one written evaluation to be completed no later than June 1 for each annual contract year of employment. Each principal/assistant principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Idaho Standards for Effective Principals Administrators as outlined in the Idaho Principal Evaluation Framework, and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

The process of developing criteria and procedures for principal/assistant principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

The District's Principal Administrator Evaluation Program is designed to:

1. Maintain or improve each principal's job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning each principal's further training and professional development;
3. Assure considered opinion of a principal's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;

5. Assist in planning personnel moves and placements that will best utilize each principal's capabilities;
6. Provide an opportunity for each principal to discuss job problems and interests with the Superintendent; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent shall have the responsibility for administering and monitoring the District's ~~Principal Administrator~~ Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for ~~principals administrators~~ administrators in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation;
2. Creating a plan for ongoing review of the District's ~~Principal Administrator~~ Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for ~~principals administrators~~ that receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of ~~principals administrators~~ including:
 - A. Unsatisfactory being equal to a rating of 1;
 - B. Basic being equal to a rating of 2; and
 - C. Proficient being equal to a rating of 3, and
 - D. Distinguished being equal to a rating of 4.
5. Completing ~~Principal Administrator~~ Evaluation annually, ensuring proper safeguards, and filing completed evaluations; and
6. Completing training on the District's Performance Evaluation Program.

Evaluation Process

As part of the evaluation process each administrator shall complete an Administrative Individual Professional Learning Plan (302.00F1) outlining their goals for the coming year. This plan is to

be completed by September 1 and reviewed and signed by the administrator and their supervisor by October 10.

To assess each administrator's progress throughout the year, each administrator shall complete a Mid-Year Check-In Form (302.00F2) assessing their progress in the Idaho Principal Evaluation Framework by January 15, and review it and their progress in meeting their AIPLP goals with their supervisor by February 15.

Written Evaluation

A written evaluation will be completed for each principal by the Superintendent no later than June 1 or each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Superintendent. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent and the principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

At least 70~~80~~ 67 percent of the evaluation will be based upon measures of Professional Practice as outlined in the evaluation instrument. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective ~~Principals~~ Administrators.

Domain 1: School Climate: The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The principal is proactive in communicating the vision and goals of the school or District, the plans for the future, and the successes and challenges to all stakeholders; and
3. **Advocacy:** The principal advocates for education, the District and school, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;
2. **Priority Management:** The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
5. **Accountability:** The principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The principal seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and

6. Recruitment and Retention: The principal recruits and maintains a high quality staff.

The evaluation will also include ~~at least one of~~ the following as ~~a~~ measures to inform the Professional Practice portion:

1. Input received from parents or guardians (10 percent); and
~~— Input received from students; and~~
2. Input received from teachers (10 percent); and/or.
~~— Portfolios.~~

This data for staff and parent/patron perception, as well as student achievement and growth will be gathered by the building based school administrator and used to help evaluate the effectiveness of administrators in our district.

Student Achievement: The remaining 10 ~~33~~ percent of the evaluation must be based on multiple objective measures of growth in student achievement based upon research. One measure of growth in student achievement ~~may shall~~ be Idaho's statewide assessment for federal accountability purposes. The evaluation will also include at least one additional objective measure of growth in student achievement, based on research, as determined by the Board. ~~The Board has chosen _____ as its additional measure(s) of growth in student achievement.~~ This portion of the evaluation may be calculated using current and/or past year's data and may use one or multiple years of data. The Board shall make the determination for student achievement portion of the evaluation annually as outlined in the procedure for this policy.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Superintendent and principal wherein the Superintendent will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.

2. Allow the principal to make any written comments he or she desires. Inform the principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the principal sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within seven days from the date of the evaluation meeting with the Superintendent the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Superintendent within seven days, the Superintendent shall provide the principal with a written response within ten working days either amending the evaluation as requested by the principal or stating the reason(s) why the Superintendent will not be amending the evaluation as requested.

If the Superintendent chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

If the Superintendent chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Superintendent's response, if any, will be retained in the principal's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew a principal's contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each principal evaluation will be maintained in the principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

By July 1, 2014, the District shall submit an evaluation plan to the State Department of Education for approval. Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the rankings of individual principal evaluations annually to the State Department of Education.

A formal evaluation of each administrator will be completed by the superintendent or his or her designee using evaluation procedures approved by the board. Evaluations will take place annually for certificated administrators prior to ~~June~~May 1st of each school year. Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. Evaluative criteria will be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

The individual assigned to evaluating certified staff must demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance. Immediate supervisors (evaluators) must pass a proficiency assessment approved by the State Department of Education as a one-time recertification requirement prior to September 1, 2018.

Effective leadership and school improvement using student achievement data should be a primary focus of each building administrator. As such, our evaluation of administrators will include five data elements:

- Staff Perception Data (10%)**
- Parent/Patron Perception Data (10%)**
- Student Achievement & Growth Data (33%)**
- Self-Assessment Data (ISLLC) Standards 1-6 (10%)**
- Supervisor Evaluation (ISLLC) Standards 1-6 (37%)**

This data for staff and parent/patron perception, as well as student achievement and growth will be gathered by the building based school administrator and used to help evaluate the effectiveness of administrators in our district.

For building based school administrators such evaluation, except for that of the Superintendent, will include a section for input received from parents or guardians. Parent/Patron Perception forms and Staff Perception forms will be made available on the main District webpage. The Board shall determine the manner and weight of parental input on the evaluation.

Sixty seven percent (67%) of the performance evaluation will be based on professional practice. The evaluation must be aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards.

Thirty three percent (33%) of the evaluation will be based on objective measures of growth in student achievement as determine by the Board. The Board has selected the following as the District’s measure(s) of growth in student achievement for evaluating administrative staff:

Grade	Assessment Measure	Growth Measurement
Grades K-3	Reading IRI, AIMSweb or STAR	80% of all students will achieve 20% improvement from baseline on fall to spring assessments using AIMSweb or Star, and from spring to spring assessments for the IRI.
Grades 4-5	Reading ISAT, AIMSweb, or STAR	80% of all students will achieve 20% improvement from baseline on fall to spring assessments using AIMSweb or Star, and from spring to spring assessments for the ISAT.

Grades 6-12	ISAT	80% of all students will achieve 20% improvement from baseline on spring to spring ISAT assessments.
	End of Course Assessments	80% of all students will achieve 20% improvement from baseline on pre to post assessments.
	Parent Involvement	All teachers will contact parents of students in their advisory classes. Performance ratings will be given for the percent of students whose parents were contacted at least two times per trimester or grading period as follows: Unsatisfactory (U) <80% Basic (B) 80 to 89% Proficient (P) 90 to 99% Distinguished (D) 100 %
Grades 3-12	State School-wide STAR Rating	Unsatisfactory (U)—1 STAR Basic (B)—2 STAR Proficient (P)—3 STAR Distinguished (D)—4 to 5 STAR

The Superintendent may establish additional procedures for the evaluation of administrators. Near the beginning of the school year, the Superintendent shall inform administrators of the criteria to be used for evaluation purposes, including the adopted goals for the District. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within seven (7) days following the conference.



LEGAL REFERENCE:

- I.C. § 33-513 Professional Employees
- I.C. § 33-518 Employee Personnel Files
- Idaho Code Sections 33-515; 9-340 *et seq.*
- ADOPTED: February 21, 2006

AMENDED: June 18, 2012; June 17, 2013; October 21, 2013; February 17, 2014; March 17, 2014

RELATED DOCUMENTS:

- 302.00a Administrator Evaluation Form
- 302.00b Staff Perceptions of Administrator Performance Form
- 302.00c Parent/Patron Perceptions of Administrator Performance Form
- 302.00d ISLLC - Multidimensional Principal Performance Rubric
- 302.00e Administrator Self Assess Form - ISLLC Aligned
- 302.00f Staff Perception of Supervisor Performance