

Evaluation of Administrative Staff

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving District goals.

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. For building based school administrators such evaluation, except for that of the Superintendent, will include a section for input received from parents or guardians, students, teachers, and/or portfolio. The Board shall determine the manner and weight of this input on the evaluation.

The District's Administrative Evaluation program is designed to:

1. Maintain or improve the job satisfaction and moral of each administrator by letting him/her know that the Superintendent is interested in his/her job progress and personal development;
2. Serve as a systematic guide for planning each administrator's further training and professional development;
3. Assure considered opinion of an administrator's performance and focus maximum attention on achievement of assigned duties;
4. Assist at determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placement that will best utilize each administrator's capabilities;
6. Provide an opportunity for each administrator 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 of wage adjustments, promotions, disciplinary action, and termination.

Sixty-seven percent (67%) of the principal evaluation will be based on Professional Practice as outlined in the Idaho Standards for Effective Practice.

- o Domain 1 – School Climate: An educational leader 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. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- 1a – School Culture: 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.
- 1b – Communication: 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.
- 1c – Advocacy: Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.
- Domain 2 – Collaborative Leadership: An educational leader 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, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.
 - 2a – Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
 - 2b – Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
 - 2c – Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.
 - 2d – Leadership Renewal: Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.
 - 2e – Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.
- Domain 3 – Instructional Leadership: An educational leader 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. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.
 - 3a – Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
 - 3b – Instructional Vision: Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
 - 3c – High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.
 - 3d – Continuous Improvement of Instruction: Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
 - 3e – Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
 - 3f – Recruitment and Retention: Principal recruits and maintains a high quality staff.

The administrator evaluation will include at least one (1) of the following: parent/guardian input, student input, teacher input, and/or portfolio as a means to inform Professional Practice.

At least thirty-three percent (33%) of the evaluation will be based on objective measures of growth in student achievement as determined by the Board. In addition to the Idaho Standards Achievement Test, the Board has selected the following as options for the District's measure(s) of growth in student achievement for evaluating administrative staff:

- Pre & Post Common Assessments
- End of Course assessments
- Idaho Reading Indicator
- Lakeland Assessment of Writing
- Other measures as recommended by the Superintendent

Responsibility

The Superintendent shall have the responsibility for administering and monitoring the district's Administration Evaluation Program and will insure 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 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 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 administrators who receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how administrator evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of 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.
5. Completing Administrator Evaluation annually, ensuring proper safeguards, and filing completed evaluations; and
6. Completing training on the District's Performance Evaluation Program.

The Superintendent will evaluate all district office administrators and building principals. Building principals will evaluate their assistant administrators.

Procedures

Near the beginning of the school year, the Superintendent shall inform the administrator 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. The Superintendent and building principal will also discuss the individual building goals established annually at each building. At this time, the Superintendent and Principal will agree upon the measures of growth in student achievement which will be used. Additionally, the Superintendent and principal will determine which sources of input (parent, student, teacher or portfolio) will be used to inform the Professional Practice portion of the evaluation.

Frequency of Evaluation

Throughout the year, the superintendent or his/her designee will make periodic visits to schools. As needed, additional requests for conferences, presentation of data, progress reports on personal and school goals may be made.

A written formal evaluation of each administrator must be completed no later than May 1 of each year.

A final summative evaluation must be completed on or before June 20 of each year of which, thirty-three percent (33%) of the evaluation summary must be based on objective measures of growth in student achievement including the Idaho Standards Achievement Test and measures of student growth as identified and agreed upon. The evaluation summary will also include an overall principal proficiency rating.

Summative Evaluation Conference: A conference will occur in conjunction with the summative evaluation. During the scheduled conference with the employee, the Superintendent or his/her designee will:

1. Review schools goals plan
2. Discuss the evaluation with the administrator, emphasizing strong and weak points in job performance.
3. Commend the administrator for a job well done if applicable and discuss specific corrective action if warranted
4. Set mutual goals to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions
5. Have administrator sign the evaluation form indicating that he/she has been given a copy
6. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven (7) days and outline the process for rebuttal/appeal. Have the administrator sign the evaluation form indicating that he or she has been given a copy and initial after supervisor's comments.

Rebuttal/appeal

Within seven (7) days from the date of the evaluation meeting with their supervisor the administrator may file a written rebuttal/appeal of any portion of the Evaluation. The written rebuttal/appeal shall state the specific content of the Evaluation Form with which the administrator 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 supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the administrator with a written response either amending the evaluation as requested by the administrator or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the administrator then the amended copy of the evaluation will be provided to, and signed by, the administrator. The original amended evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation as requested by the administrator then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form including any rebuttal/appeals and responses.

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 administrator's contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee'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 administrator evaluations annually to the State Department of Education.

Cross Reference: 6300

Duties and Qualifications of Administrative Staff Other Than Superintendent

Legal Reference: I.C. § 33-513
I.C. § 33-518

Professional Employees
Employee Personnel Files

Policy History:

Adopted on: 01/12/2015

Revised on: