

Principals

Principals are the chief administrators of their assigned schools. The primary responsibility of Principals is to supervise the operation and management of their assigned schools and shall be under the direct supervision of the Superintendent. The majority of the principals' 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 are responsible for management of their staff, 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

Each principal shall receive at least one (1) written evaluation to be completed by no later than June 1st for each annual contract year of employment. Each principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) 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 evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents and guardians.

Evaluation Objectives

The District's Principal 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 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 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 forms. The plan 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;
2. Creating a plan for ongoing review of the District's Principal Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and guardians, and other interested parties;
3. Creating a procedure for remediation for principals that receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualizing evaluation rating system plan for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of principals including:
 - o unsatisfactory being equal to a rating of 1;
 - o basic being equal to a rating of 2;
 - o and proficient being equal to a rating of 3;
 - o A fourth evaluation rating of distinguished, being equal to "4," may be used in addition to the three (3) minimum rankings at the discretions of the Board; and

5. Completing Principal Evaluation Forms annually and ensuring proper safeguards and filing of completed forms; and

The individuals assigned to this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Evaluation Form and Procedure

A written summative will be completed for each principal by the Superintendent no later than June 1st for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Superintendent. This Form shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The Form 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 Form 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 (1) source of data.

Evaluation Measures and Criteria

Professional Practice

Sixty-seven percent (67%) of the evaluation will be based upon measures of Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components:

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 interest and needs.

- i. 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.
- ii. 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.
- iii. Advocacy – The principal advocates for education, the District and school, teachers, parents, and students that 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, 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 and instructional programs. The principal uses research and/or best practices in improving the education program.

i. Shared Leadership – The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

ii. Priority Management - The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

iii. Transparency – The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

iv. Leadership Renewal - The principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

v. 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.

i. Innovation – The principal seeks and implements innovative and effective solutions that comply with general and special education law.

ii. Instructional Vision – The principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn.

iii. High Expectations – The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

iv. 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.

v. Evaluation – The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.

vi. Recruitment and Retention – The principal recruits and maintains a high quality staff.

The evaluation will also include at least one (1) of the following as a measure to inform the Professional Practice portion:

1. input received from parents or guardians;
2. input received from students;
3. input received from teachers; and/or
4. portfolios.

The District has chosen Parent and Student of its measures to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

Student Achievement

Part of the evaluation must be based on multiple objective measures of growth in student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school-based administrators, as determined by the Board.

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. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

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 of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the principal sign the evaluation form indicating that he or she has been given a copy.

Rebuttals

Within seven (7) days from the date of the evaluation meeting with the Superintendent the principal may file a written rebuttal of any portion of the Evaluation Form. The written rebuttal shall state the specific content of the Evaluation Form with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form requested.

If a written rebuttal is received by the Superintendent within seven (7) days, the Superintendent shall provide the principal with a written response within ten (10) working days either amending the Evaluation Form as requested by the principal or stating the reason(s) why the Superintendent will not be amending the Evaluation Form as requested.

If the Superintendent chooses to amend the Evaluation Form as requested by the principal then the amended copy of the Evaluation Form 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 Form as requested by the principal then the Evaluation Form along with the written rebuttal, and the Superintendent's response, if any, will be retained in the principal's personnel file.

Action

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 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.

Legal Reference: I.C. § 33-513 Professional personnel
 I.C. § 33-518 Employee Personnel Files
 I.C. § 33-1001 Definitions
 IDAPA 08.02.02.121 Local District Evaluation Policy – School Principal

Policy History:

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