

Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. [Grace](#) School District No. [148](#) adopts this policy for principal performance evaluations. Multiple measures are utilized in which the evaluation criteria and procedures are research based and aligned to the minimum applicable state adopted standards.

DEFINITIONS

“Principal” is an employee assigned to administrative duties as a principal or vice principal, has met all of the school principal endorsement requirements for Pre-K-12, and has been issued an administrator certificate with a principal endorsement.

[The following components are required for principal evaluations and must be included in district policy. The district may utilize the suggested language in italics (change to regular font if utilized) or develop and adopt its own, where appropriate (regular font is required language).]

PURPOSE OF EVALUATIONS

The purpose for conducting administrative evaluations is to assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

EVALUATION MODEL

This district’s principal evaluation model is aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

EVALUATOR

The superintendent or designee will be responsible for evaluating principal performance. All individuals responsible for appraising, observing, or evaluating principal performance will be trained as required by the Idaho State Department of Education (SDE).

EVALUATION CRITERIA

Principal evaluations will be based upon the following domains and components:

1. 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.

- a. **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.
- b. **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.
- c. **Advocacy:** Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

2. **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.

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

3. **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.

- a. Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
- b. 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.
- c. High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.
- d. 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.
- e. Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- f. Recruitment and Retention: Principal recruits and maintains a high quality staff.

SOURCES OF DATA

Each principal will be required to demonstrate proficiency in conducting observations and evaluating effective teacher performance as part of his or her evaluation in addition to the following components:

Professional Practice – 67% of Evaluation Results

At least sixty-seven percent (67%) of the evaluation results will be based on Professional Practice standards. At least one (1) of the following will be included as a measure to inform the Professional Practice portion of all principal evaluations:

1. Parent/guardian input;
2. Teacher input;
3. Student input; and/or
4. Portfolios.

Student Achievement – 33% of Evaluation Results

At least thirty-three percent (33%) of the evaluation results in the evaluation for all administrators will consist of evaluation results based on multiple objective measures of growth in student achievement, as determined by the board of trustees and based upon research. Growth

in student achievement as measured by Idaho's statewide student achievement test will be included.

EVALUATION PROCEDURES

To ensure that all principals are evaluated on a fair and consistent basis, each principal will be evaluated at least once annually no later than May 1 of each year. *The evaluation will include a minimum of two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.*

Prior to the start of the school year, the principal will fill out a self-assessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the principal's self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian input. The evaluator will notify the principal of the factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the principal's performance for the year thus far. The evaluator will also review and discuss progress toward the principal's professional growth plan and work with the principal to make adjustments accordingly.

At the end of the year, the evaluator and principal will review and discuss the principal's professional growth plan and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the principal's performance for the year and assign a final effectiveness rating.

COMMUNICATION OF RESULTS

A copy of each written evaluation will be submitted to the principal within five (5) school days following the formal evaluation. The principal will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Administrator personnel evaluations will be considered permanent records and will be maintained in each administrator's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to the SDE as required for state and federal reporting purposes.

PERSONNEL ACTIONS

The following actions may result from the evaluation process if determined to be appropriate:

1. *A letter of reprimand;*

2. *Renewal of employment contract;*
3. *A period of probation;*
4. *Reassignment;*
5. *Immediate discharge (where a period of probation is not required as determined below);*
6. *Renewal of the employment contract under a continued probationary status; and/or*
7. *Non-renewal of employment contract.*

A letter of reprimand may be issued at any time, with or without a formal evaluation. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.

Nothing in this policy shall be read to impact the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory service.

PROBATION

[It is unclear whether principals are statutorily entitled to a period of probation. Therefore, districts may choose whether to provide a period of probation to principals who receive an unsatisfactory performance evaluation. However, without further guidance from the court, we recommend it as good practice. With regard to the contract category, according to I.C. § 33-513, “[s]ervice performed under such [principal] contract shall be included in meeting the provisions of section 33-515, Idaho Code, as a teacher and persons eligible for a renewable contract as a teacher shall retain such eligibility.” Therefore, probation has been described according to the statutory rights afforded to a teacher on an equivalent contract.]

A principal who has been employed by the district for three consecutive years, or would otherwise be entitled to a Category 3 contract or renewable contract status as a teacher, and whose work is found to be unsatisfactory will be entitled to a defined period of probation of not less than eight (8) weeks.

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the

conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

REMEDICATION

[While probation may be optional, IDAPA 08.02.02.121.04 requires a remediation procedure to be included in the evaluation policy.]

Principals placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, principals who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the principal to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the principal's performance.

APPEAL

When disagreement exists regarding the results of the evaluation, the affected employee is entitled to attach a rebuttal to his or her evaluation. The employee may also request an informal review of the evaluation and rebuttal statement by the superintendent.

An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as provided by Idaho Code Sections 33-513 through 33-515.

MONITORING AND EVALUATION

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the board of trustees and submitted to the SDE for approval.

PROFESSIONAL DEVELOPMENT AND TRAINING

The district will provide ongoing training for evaluators/administrators and teachers regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating

certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide principals with the tools necessary to be effective administrators.

FUNDING

Funding will be allotted *in the annual budget* for the ongoing training and professional development.

COLLECTING AND USING DATA

Aggregate data will be considered part of this district's and its individual schools' needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

INDIVIDUALIZED PRINCIPAL EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. *Distinguished* = 4



LEGAL REFERENCE:

Idaho Code Sections

9-340, *et seq.* – Records Exempt from Disclosure

33-513 – Professional Personnel

33-518 – Employee Personnel Files

33-1001(16) – Definitions

IDAPA – Rules Governing Uniformity

08.02.02.007 – Definitions

08.02.02.026 – Administrator Certificate

08.02.02.027 – Pupil Personnel Services Certificate

08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil Personnel Certificate

08.02.02.121 – Local District Evaluation Policy – School Principal

Idaho Department of Education Guidelines found at:

<http://www.sde.idaho.gov/site/teacherEval/principals.htm>

Baker v. Independent School Dist. of Emmett, No. 221, 691 P.2d 1223 (Idaho 1984)

ADOPTED: [March 9, 2016](#)

AMENDED:

**Language in text set forth in italics is optional.*

NOTE: School districts were required to pilot principal evaluations during the 2013-14 school year and must report the results of the pilot to the Idaho State Department of Education (SDE) no later than July 1, 2014 in a format determined by the SDE. Idaho State Board of Education rule IDAPA 08.02.02.121.07 requires each district receive approval for its policy from the SDE by July 1, 2014 as incorporating all of the required elements for a principal evaluation system. Once approved, all subsequent changes made in the evaluation system must also be submitted for approval by the SDE.