

Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Administrative evaluations will be held to assist supervisors in developing and strengthening their abilities through an assessment of their strengths and weaknesses and 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.

## **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 based on McRel's Principal and Superintendent Evaluation Systems which is grounded in the research documented in *The Balanced Leadership Framework* outlined in *School Leadership That Works* and *District Leadership the Works* (Robert J. Marzano, et. al.) and is based on multiple objective measures which includes student achievement and progress towards goals outlined in the district continuous improvement plan. This district's principal evaluation model is aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

### **Superintendent Evaluation**

The board of trustees for Kuna Joint School District No.3 will conduct an annual, written formal evaluation of the work of the district superintendent no later than June 1. The evaluation will indicate the strengths and weaknesses of the superintendent's job performance in the year immediately preceding the evaluation and areas where improvement in the superintendent's job performance is called for.

- **Standard 1: Strategic Leadership:**  
The superintendent has collaboratively set goals for the district, by including all relevant stakeholders, including district office, building-level administration, teachers, board members, parents and community members.
- **Standard 2: Goal Alignment:**  
The superintendent has worked within the direction of the school board to assure the goals, and the district-wide agreements, for the district are aligned to their interests, so that no other initiatives detract attention or resources from accomplishing these goals.
- **Standard 3: Instructional Leadership:**  
The superintendent has ensured that the collaborative goal-setting process has resulted in district-wide agreements, which all staff members must act upon, in regard to student achievement and classroom instruction.

- **Standard 4: Monitoring Progress:**  
The superintendent continually monitors district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind his actions.
- **Standard 5: Resource Allocation:**  
The superintendent has ensured the necessary resources, including time, money, personnel, and materials, have been allocated to accomplish the district's goals. This can mean cutting back on or dropping initiatives that are not aligned with the district's goals for achievement and instruction.

### **District Administrators Evaluation**

An annual, written evaluation of each district administrator will be conducted by the superintendent or his or her designee no later than June 1 using evaluation procedures developed by the superintendent and approved by the board.

### **EVALUATION CRITERIA**

District Administrator evaluations will be based upon the following domains and components:

- **Standard 1: Strategic Leadership:**  
Instructional and central office staff members create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school, competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.
- **Standard 2: Instructional Leadership:**  
Instructional central office staff members set high standards for the professional practice of 21<sup>st</sup> century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.
- **Standard 3: Cultural Leadership:**  
Instructional central office staff members understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, and instructional central office staff member must be able to reculture the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work for the adults and students with passion, meaning and purpose.
- **Standard 4: Human Resource Leadership:**  
Instructional central office staff members ensure that the district is a professional learning community with processes and systems that result in the recruitment, induction, support, evaluation, development and retention of high-performing, diverse staff. Instructional central office staff members use distributed leadership to support learning and teaching, plan professional development and engage in district leadership succession planning.

- **Standard 5: Managerial Leadership:**  
Instructional central office staff members ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The instructional central office staff member must solicit resources (both operating and capital) monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21<sup>st</sup> century needs of the district.
- **Standard 6: External Development Leadership:**  
An instructional central office staff member, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the instructional central office staff member proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

### **School Administrators Evaluation**

An annual, written evaluation of each school administrator will be conducted by the superintendent or designee. 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 McRel Principal Evaluation framework component and corresponding responsibility within the component:

1. **Component-1: Managing Change**
  - a. Change Agent
  - b. Flexibility
  - c. Ideals and Beliefs
  - d. Intellectual Stimulation
  - e. Knowledge of Curriculum, Instruction and Assessment
  - f. Monitor and Evaluate
  - g. Optimize
2. **Component-2: Focus of Leadership**
  - a. Contingent Rewards
  - b. Discipline
  - c. Focus
  - d. Involvement in Curriculum, Instruction and Assessment
  - e. Order
  - f. Outreach
  - g. Resources
3. **Component-3: Purposeful Community**
  - a. Affirmation
  - b. Communication
  - c. Culture
  - d. Input
  - e. Relationships
  - f. Situational Awareness
  - g. Visibility

**SOURCES OF DATA**

In addition to the following components, each principal will be required to demonstrate proficiency in each of the areas above through evidence documented throughout the school year:

**Professional Practice - 67% of Evaluation Results**

At least sixty-seven percent (67%) of the evaluation results will be based on Professional Practice Standards and will be aligned to the McRel Principal Evaluation. A minimum of two (2) documented site visits will occur annually, with at least one observation being completed by January 1 of each year. At least one 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. In the event student data relating to Idaho's standards achievement test has not been received by the district within thirty (30) days of the deadline to complete the formal written evaluation for district employees, the district shall use one (1) of the other objective measures of growth in student achievement as determined by the board of trustees, not including Idaho's standards achievement test, in order to complete the required student achievement component of performance evaluations.

**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 June 1 of each year. The evaluation will include a minimum of two (2) documented visits, 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 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:

1. A letter reprimand;
2. Renewal of employment contract;
3. A period of probation;
4. Reassignment;
5. Immediate discharge;
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, if an employee is found to be in violation of applicable legal, ethical, or professional standards. 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.

### **PROBATION**

*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.

### **REMEDIATION**

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

The evaluator will work with the employee 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 employee'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. An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as outlined in 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 administrators 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 administrators with the tools necessary to be effective instructional leaders.

### **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

ranking 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 administrative rating system will have a minimum of three (3) rankings used to differentiate performance of administrators including:

- a. Developing = 1
- b. Proficient = 2
- c. Accomplished = 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:** December 9, 2003

**AMENDED:** December 10, 2003, September 9, 2014, December 12, 2017