

**MIDVALE SCHOOL DISTRICT #433
POLICY & PROCEDURE MANUAL**

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Policy 413.2 EVALUATION – PRINCIPAL

INTRODUCTION

Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Midvale School District No.433 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.

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 the Interstate School Leaders Licensure Consortium (ISLLC) standards.

EVALUATOR

The superintendent and/or principal will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for appraising, observing, or evaluating certificated personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.

EVALUATION CRITERIA

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

1. Domain 1: School Climate

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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.

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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:

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 Charlotte Danielson Framework for Teaching Second Edition. 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;

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2. Teacher input; and/or
3. Student input;

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.

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 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 which will be reported to the State Department of Education.

COMMUNICATION OF RESULTS

A copy of the 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 evaluations will be considered permanent records and will be maintained in each administrator's personnel file.

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PERSONNEL ACTIONS

The following actions may result from the evaluation process:

1. A letter of reprimand;
2. Renewal of employment contract;
3. Improvement plan;
4. Reassignment; and/or

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.

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 evaluators/administrators and teachers regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating

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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.

INDIVIDUALIZED PRINCIPAL EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The form will include each item noted in the three domains of the Idaho Standards of Effective Principals. Each item will be marked with a 1-4 ranking. Collected input from the parents, students and staff will also be averaged and given a 1-4 rating, and the total averaged to give a rating for the 67% for professional practice. A student achievement average will be figured from state required testing and district achievement goals for the additional 33% of the principal's evaluation. The percentage split for the 33% will be determined annually. The individualized rating system will have four (4) rankings

1. Unsatisfactory = 1
2. Basic = 2
3. Proficient = 3
4. 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>

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