PRINCIPAL SUPERVISION AND EVALUATION

Evaluation Purpose and Objectives
The primary purpose of supervision and evaluation is to assist the certificated employee with continuous improvement in the quality of instruction in teaching the written curriculum to students.

Evaluation Criteria

Professional Practice
67% of the evaluation
Aligned to Idaho Standards for Effective Principals.

Principal performance is of the highest quality through continuous growth with these attributes:
Domain I: School Climate
- School Culture: Establishes a safe, collaborative and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.
- Communication: Proactively communicates the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.
- Advocacy: Advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

Domain II: Collaborative Leadership
- Shared Leadership: Fosters shared leadership that takes advantage of individual expertise, strengths and talents, and cultivates professional growth.
- Priority Management: Organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.
- Transparency: Seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- Leadership Renewal: Strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.

Domain III: Instructional Leadership
- Innovation: Seeks and implements innovative and effective solutions that comply with general and special education law.
- Instructional Vision: Ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
- High Expectation: Sets high expectation for all students academically, behaviorally and in all aspects of student well-being.
- Continuous Instructional Improvement: Aligns resources (professional development, allocation of teacher time, budget decisions), policies and procedures (school improvement
plans, teacher evaluation) toward continuous improvement of instructional practice guided by the instructional vision.

- Evaluation: Uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness.
- Recruitment and Retention: Recruits and maintains a high quality staff.

Student Achievement

33% of the evaluation

Multiple measures must be based on ISAT by Smarter Balance

At least one additional measure as determined by the local board of trustees.

Examples include but are not limited to:

- Pre & Post Assessments
- End of Course Assessments (when administered as a pre-test)
- Student Learning Objectives
- End of Quarter Assessments (when administered as a pre-test)
- IRI test results

One observation evaluation summary will include input from at least one source. Parents/guardian surveys will be conducted annually.

Supervision and Evaluation

Evaluator

The Superintendent will designate trained District Office Administrators to be responsible for annually supervising and evaluating building principals. Principals will be responsible for annually supervising and evaluating Assistant Principals in their buildings.

Improvement of instruction is the prime responsibility of the administrator. The administrator may ask others as appropriate to assist them in this assigned task. Supervisors shall have a process which assists both them and principals to maintain a high standard of professional competency. There is a set of guidelines upon which to base their recommendations following the district goals for status of contract renewal and/or change of assignment.

Supervision will be a positive process which results in feedback throughout the school year. Supervision is the day-to-day guidance for the purpose of improving instruction. Supervisors are encouraged to visit the buildings as often as possible, making both formal and informal observations of the three domain areas.

Evaluation is the summative process of assessing performance and effectiveness during a given period of time. It may be used for the purpose of providing pertinent data for administrative decision-making related to the reappointment, reassignment, promotion or termination of professional staff.

Supervision and Evaluation Procedure:
1. Goal Setting: District form; two attributes from the Domains.
2. Pre-conference/Observation: District-wide goal—what the employee would like the supervisor to look for.
3. Observation: Supervisor will use the observation checklist. An additional evaluator may be called in to observe the employee and provide feedback to the employee.
4. Post-observation: Supervisor will go over what they observed.
5. Evaluation: Supervisor completes the evaluation form and provides specific growth comments for any items listed as needing improvement; Supervisor meets with certified employee and reviews evaluation within two weeks of observation. Evaluations will be done no later May 1 of each year.
6. Self-Evaluation: Principals self-evaluate on the two attributes that they identified on their professional growth summary.

Sources of Data
Data used in conducting principal evaluations shall include, but not be limited to, the principal’s self-reflection using the district adopted rubric. The supervisor will also measure performance using the rubric. Principal and supervisor will meet together annually to go over the evaluation and plan for the next year using the data collected. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Data and evidence to determine performance and evaluation will be gathered from direct observation. Other evidence may be gathered from analysis of building staff performance, student work and student performance, analysis of activities and assignments, i.e., planning documents and/or student and parent surveys.

The District Rating System for all principals is a four point ranking that is modeled after and aligned to the Interstate School Leaders Licensure Consortium Standards. The ranking will include proof of proficiency in conducting teacher evaluations using the state’s adopted model, the Charlotte Danielson Framework for Teaching Second Edition. The approved rubric will be used by principals self-reflectively and be the evaluator in observation and evaluation.

1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

To calculate the overall rating, the average of the professional practice attributes will be weighed at 67% and the student achievement will weigh in at 33%.

All principals will be evaluated on a fair and consistent basis.

Supervision Modes
Supervision modes for the assessment of continuous certificated professional competency are as follows.

- Supervisory and Evaluation Mode (for all certificated employees): for the purpose of continuous assistance to the certificated employee by the supervisor for professional competency.
- Professional Assistance Mode (for those certificated employees where, in their supervisor’s assessment, a significant problem exists in meeting/aligning district objectives): for the purpose of formal evaluation of competence.
- Probationary Mode (for those certificated employees whose work is found to be unsatisfactory): for the purpose of providing the certificated employee with a plan of improvement and support within a specified timeframe. At the end of that timeframe the
determination will be made whether the employee will be retained, discharged, discharged
upon termination of the current contract term under a continued probationary status.

The superintendent (or designee) will make a recommendation for Board of Trustees approval to
place the certificated employee on probationary status pursuant to Idaho Code §§ 33-514 and 33-
515.

Evaluation forms to included professional assistance and probation are placed in the employee’s
confidential personnel file. In the event that a certified employee disagrees with his/her evaluation,
they are afforded the opportunity to submit a rebuttal to the district level administration. The Clerk
of the Board will place the rebuttal in the employee’s personnel file.

Reporting individual rankings to the State will be conducted at the District Office level by the
Administrative Team.

Professional Development and Training/Collecting and Using Data
An annual assessment of needed training and professional learning based upon the district’s
evaluation standards and process will be conducted with the Administrative Team.
The Administrative Team will annually discuss and implement evaluation and supervision needs,
any new laws, required dates, revisions, suggestions or issues.
Administrators will meet approximately once a month for administrative professional
development.

Annually the supervisor, the principals and Administrative Team will analyze and evaluate the
data to determine professional development offerings. Administrative professional development
goals will be analyzed and including supervision and evaluation goals.

Periodic review of the supervision and evaluation model will be:
1. Administrators and the administrative team will provide constructive input.
2. A committee comprised of principals and District Office Administration will make changes
to the model as recommended by constructive input.
3. The recommended changes will be available for review by all stakeholders.
4. Stakeholders may make additional constructive recommendations to the committee.
5. The committee will present the recommended changes to the superintendent.
6. The superintendent will take the recommended changes to the Board of Trustees.

As monies are available, the District will provide ongoing training for administrators in evaluation.
Training will include collaboration, formal training, book studies, self-reflection and evaluation.
Supervision will be reviewed at least once a year with the supervisor and principals.

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