Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Wendell School District No.232 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 aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

PLAN FOR INCLUDING STAKEHOLDERS

A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan shall be in place.

EVALUATOR

The superintendent or designee will be responsible for evaluating principal performance. All individuals responsible for appraising, observing, or evaluating personnel 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 from the Idaho Standards for Effective Principals:

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:

All principals will receive an evaluation in which the summative evaluation results are based on the following:

80% of Evaluation Results
Eighty percent (80%) of the evaluation results will be based on Professional Practice Standards. A minimum of two (2) documented observations will occur annually, with at least one observation being completed by January 1 of each year. The key measure to inform the Professional Practice growth will focus on individual portfolios.

20% of Evaluation Results

Twenty percent (20%) 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 may be included. The evaluation may be calculated using current and/or immediate past year's data and may use one (1) or both years of data.

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 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 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.

No contract shall be issued for the next ensuing year until such time as the principal's formal written performance evaluation has been completed.

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 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

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

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 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

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 principal rating system will have four (4) rankings used to differentiate performance of principals and pupil personnel certificate holders including:

a.   Unsatisfactory = 1

b.   Basic = 2

c.   Proficient = 3

d.   Distinguished = 4

♦ ♦ ♦ ♦ ♦ ♦

LEGAL REFERENCE:
Idaho Code Sections
        74-101, *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
        08.02.015.03 – Administrator Certificate
        08.02.02.015.02 – 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

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

ADOPTED: May 19, 2015

AMENDED: December 19, 2017, January 16, 2018, December 17, 2019

Idaho Standards for Effective Principals
Self-Reflection

Name_____ School_____

Grade Level _____ Date_____

Please be specific in your notes in each column.

My Strengths	Domain	Areas for Growth
	School Climate • School Culture • Communication • Advocacy	Plan Evidence
	Collaborative Leadership • Shared Leadership • Priority Management • Transparency • Leadership Renewal • Accountability	Plan Evidence
	Instructional Leadership • Innovation • Instructional Vision • High Expectations • Continuous Improvement of Instruction • Evaluation • Recruitment and Retention	Plan Evidence

Wendell School District #232
Administrative Evaluation Form

Name_____   Date:_____

Position:_____   School_____

Rating	Definition
Unsatisfactory	Performance demonstrates improvement is required
Basic	Performance acceptable but Improvement is Recommended
Proficient	Performance demonstrates effectiveness
Distinguished	Performance demonstrates excellence

(See complete detailed Idaho Standards for Effective Principals Matrix pages 17-35)

Domain 1: School Climate

Performance Standard	Supporting Indicators	Comments & Suggestions
School Culture 1 2 3 4		
Communications 1 2 3 4		

Advocacy 1 2 3 4		

Domain 2: Collaborative Leadership

Performance Standard	Supporting Indicators	Comments & Suggestions
Shared Leadership 1 2 3 4		
Priority Management 1 2 3 4		
Transparency 1 2 3 4 Leadership Renewal 1 2 3 4		
Accountability 1 2 3 4		

Domain 3: Instructional Leadership

Performance Standard	Supporting Indicators	Comments & Suggestions
Innovation 1 2 3 4		

Instructional Vision 1 2 3 4		
High Expectations 1 2 3 4		
Continuous Improvement 1 2 3 4		
Evaluation 1 2 3 4		
Recruitment and Retention 1 2 3 4		

Comments

_____

_____

_____

_____

_____   _____
Principal Signature   Superintendent Signature

_____   _____
Date   Date

Signature of principal does not indicate the approval of the evaluation, only that the principal has reviewed the evaluation with the superintendent.

Student Growth Component of Principal Evaluation

This portion of teacher evaluation process comprises 20% of the total overall performance evaluation rating.

Grades K-3 Principals

IRI   **Measure 1**

	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Kindergarten-students scores on LSF from fall to spring	Average growth from fall to spring >29. 73	Average growth from fall to spring 21.54 - 29.73	Average growth from fall to spring 17.43 - 21.53	Average growth from fall to spring <17.43
First Grade-students scores on CBM from fall to spring	Average growth from fall to spring >45.66	Average growth from fall to spring 33.07 - 45.66	Average growth from fall to spring 26.76 - 33.06	Average growth from fall to spring < 26.76
Second Grade-students scores on CBM from fall to spring	Average growth from fall to spring >48.0	Average growth from fall to spring 36.00-48.00	Average growth from fall to spring 29.00-35.99	Average growth from fall to spring <28.99
Third Grade-students scores on CBM from fall to spring	Average growth from fall to spring = or < 48.01	Average growth from fall to spring 36.00-48.00	Average growth from fall to spring 29.00-35.99	Average growth from fall to spring <29.00

Grade 4 Principals

During the month of September of each school year, grade level teams will analyze the previous spring ISAT results for their students. Teachers from specific grade levels will receive scores based upon the following rubric:

ISAT ELA and Math

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

Grades 5-8 Principals

Measure 1

Pre and Post assessments indicate extensive growth as determined by the following rubric:

4	3	2	1
70% Growth from Pre Assessment to Post Assessment for at least 70% of students	**50% Growth from Pre Assessment to Post Assessment for at least 70% of students**	**25% Growth from Pre Assessment to Post Assessment for at least 70% of students**	**10% Growth from Pre Assessment to Post Assessment for at least 70% of students**

Grades 5- 8
Measure 2

ISAT ELA and Math

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

Grades 9, 10, and 11 Principals
Measure 1

Pre and Post assessments indicate extensive growth as determined by the following rubric:

4	3	2	1
70% Growth from Pre Assessment to Post Assessment for at least 70% of students	**50% Growth from Pre Assessment to Post Assessment for at least 70% of students**	**25% Growth from Pre Assessment to Post Assessment for at least 70% of students**	**10% Growth from Pre Assessment to Post Assessment for at least 70% of students**

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

Idaho Principal Evaluation Framework

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.*

1a. 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.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Is inconsistent in creating maintaining rules and policies designed to ensure a safe environment for staff and students.	☐ Complies with pertinent laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.	☐ Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort.	☐ Collaborates with other school/district leaders to develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of safety procedures.
☐ Ignores or dismisses conflict	☐ Establishes rules and related consequences designed to keep students safe.	☐ Ensures that staff proactively engages in conflict resolution.	
☐ Passively listens to staff and community feedback but relies on his/her personal interpretation.	☐ Responds to conflict and seeks to resolve it.	☐ Models and promotes positive school culture.	☐ Collaborates with other school/district leaders to proactively identify physical and emotional threats and resolve them peacefully.
☐ Barriers continue or are created due to the lack of willingness to collaborate toward improving the school setting.	☐ Alone or with school leadership team, monitors school climate by gathering data about student and staff perceptions; responds to significant issues after they arise.	☐ Actively elicits and uses feedback that measures the school and community perceptions and uses this data consistently to monitor and improve school climate.	☐ Reduces conflict in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents.
	☐ Connects appropriate strategies and solutions to known barriers to promote a	☐ Collaborates with all school-level stakeholders in creating opportunities to safely examine assumptions and beliefs, which may serve as barriers to a	☐ Systematically elicits feedback from school, district, and community and is explicit in analysis of and refection on data

| | school culture of excellence, equity, and safety across all school settings**.** | school culture that embraces diversity in race, language, gender, culture and values. | and establishes actions based on data analysis. |
| | | | ☐ Collaborates with other school/district leaders as well as with instructional staff, students, and their families in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture, and values. |

1b. 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.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Doesn't develop a vision for the school or develops a vision for the school with little or no collaboration with stakeholders.	☐ When making organizational decisions, refers to and requires others to reference the mission and vision, ensuring all staff know and understand it.	☐ Ensures that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.	☐ Leads, participates in, or advocates for changes to school or district vision and goals based on data to improve performance, school culture, and school success.
☐ Does not monitor school goals or plans or align them to school programs.	☐ Monitors school goals, programs, and actions.	☐ Adjusts the school improvement plan using data and input from stakeholders to ensure that programs and actions support the school's vision and mission.	☐ Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring school improvement plans in alignment with the district's initiatives.
☐ Does not create or support opportunities for departments to communicate or collaborate.	☐ Facilitates clear, timely communication across the school's departments to support effective and efficient school operations.		
☐ Uses print and/or email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-	☐ Uses print and/or email and intermittently uses additional technology (e.g., website, social	☐ Leads school staff in using multidirectional communication	☐ Collaborates with staff and community members through the use of multiple communication strategies to increase the

based communications plan is not available.	media) for communication to parents or external constituents. ☐ Puts in place a technology-based communication plan that shows the timeline for information dissemination.	strategies and engages stakeholders. ☐ Creates a technology-based communications plan that is based upon community members' technology use preferences and is timed to the school schedule.	effectiveness of internal and external communication. ☐ Leads, participates in, or advocates for the use of technology or the development of technology-use communications plans to increase communication to all stakeholders regarding appropriate information for all stakeholders.

1c. Advocacy: *Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not meaningfully involve all stakeholders in the school's activities. ☐ Considers the community separate from the school and overlooks opportunities to engage in the community's various cultures.	☐ Invites community input and inconsistently uses the input to inform decisions. ☐ Provides isolated opportunities for involving the community in school activities.	☐ Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning. ☐ Promotes appreciation and understanding of the community's various cultures by providing opportunities for interaction with the community within the school.	☐ Leads or collaborates on initiatives to bring the community into the school facility to better understand its initiatives, culture, and/or needs. ☐ Proactively engages students, educators, parents, and community partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures.

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.*

2a. Shared Leadership: *Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not use professional learning plans to support staff professional learning. ☐ Provides few advancement or leadership opportunities for staff. ☐ Has not begun to develop and implement shared	☐ Through the use of professional learning plans, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed. ☐ Provides staff equal access to	☐ Encourages professional growth through the use of a professional learning plan, providing opportunities for individualized professional development.	☐ Leads, participates in, or advocates for expanding the power of professional learning plans and their use as a tool to create dialog that promotes leaders throughout school and district. ☐ Collaborates with other school/district leaders on

leadership as part of the process of shared governance.	opportunities for learning, leadership, and advancement. ☐ Has begun to develop and implement shared leadership as part of the process of shared governance.	☐ Creates structured opportunities for instructional staff and other staff to expand leadership. ☐ Effectively develops and sustains a culture of shared leadership as part of the process of shared governance.	how to facilitate structured opportunities for increased shared leadership. ☐ Collaborates with other school/district leaders on how to effectively develop and sustain a culture of shared leadership as part of the process of shared governance.

2b. Priority Management: *Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not manage time effectively or prioritize activities. ☐ Does not manage projects successfully, which leads to milestones and deadlines missed. ☐ Lacks systems and processes for planning and managing change. ☐ Cannot use or explain the use of technology to support instruction and learning.	☐ Prioritizes the use of school time to ensure that some staff activities focus on improvement of student learning; organizes majority of professional time to the school's priorities but may also engage in time wasting activities. ☐ Manages projects using list of milestones and deadlines; impact of change is sometimes documented. ☐ Establishes clear and consistent process and systems to manage change.	☐ Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning. ☐ Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders. ☐ School staff and other stakeholders adhere to established processes and procedures in place to manage and monitor change.	☐ Coaches or facilitates other leaders in effective use of school time by prioritizing to ensure staff and student activities focus on school priority areas and student learning. ☐ Leads, participates in, or advocates for districtwide efforts to apply project management systems and facilitates systematic monitoring and collaboration with stakeholders. ☐ Mentors/Coaches other school leaders in effective, transparent strategies that

	☐ Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning.	☐ Uses and initiates the use of technology among staff in order to support instruction and learning.	systematically manage and monitor change while incorporating staff and stakeholders. ☐ Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning.

2c. Transparency: *Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Makes decisions with little or no consultation with stakeholders.	☐ Is transparent with staff about allocation of resources and any expected changes.	☐ Seeks input from stakeholders, and is transparent about decisions by informing stakeholders of purposes and anticipated effects of those decisions.	☐ Anticipates the possible effects of decisions to minimize unintended consequences.

2d. Leadership Renewal: *Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not write or consider a professional learning plan.	☐ Completes a professional learning plan in a timely manner.	☐ Seeks throughout the year to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in a professional learning plan.	☐ Leads, participates in, or advocates for district efforts to improve principal professional development that improves leadership skills while incorporating these skills within professional learning plans.
☐ Does not engage in professional development opportunities.	☐ Engages in professional development offered to principals by the district.	☐ Uses feedback, surveys, and evaluations to inform personal professional development plans and improves practice by consistently monitoring progress and making adjustments as necessary.	☐ Leads, participates in, or advocates for the use of feedback, surveys, and evaluations that inform professional development and improves professional practice by consistently monitoring progress and making adjustment as necessary.
☐ Does not use self-reflection or monitoring of goals in measuring professional growth.	☐ Meets requirements for self-reflection, evaluating his/her own practice, and discussing feedback with evaluator; adjusts practice as required.	☐ Uses self-reflection and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved.	
☐ Does not address discrimination or intolerance in professional growth, reflection practices, or in the school community. Does not address problems of discrimination or intolerance in the school community.	☐ Pursues professional development and training to support efforts in eliminating discrimination or intolerance in the school	☐ Acts as a role model against discrimination and intolerance and leads professional development/conversations as necessary so that students and staff support efforts to eradicate any of these practices from the school setting.	☐ Leverages opportunities to lead staff and district to systematically monitor professional development and progress towards goals using self-reflection and data to measure and improve professional skills.
			☐ Leads, participates in, or advocates for districtwide efforts

			against discrimination or intolerance.

2e. Accountability: *Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Is not prepared, is often absent at key meetings, engages in disrespectful behaviors that do not honor others.	☐ Is prepared, participates in, and is ready to listen to and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).	☐ Is prepared, participates fully in, and is ready to listen to and respect others in planned and unplanned meetings. He/she encourages ideas and engages others in meaningful dialogue.	☐ Leads and is an example for others concerning preparation for meetings, participation, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and encouraging sharing of ideas and engaging others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy.
☐ Manages fiscal responsibilities in a disordered, irresponsible way.			
☐ Engages in illegal or unethical conduct.	☐ As allowed by the district, allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.	☐ Works with others to modify educational systems, as needed, to increase their effectiveness in using and allocating fiscal, personnel, space, and material resources to meet all students' needs.	
☐ Does not understand policies and laws related to school and district.			
☐ Cannot describe how technology tools are used to collect, organize or analyze data.	☐ Does not engage in illegal or unethical conduct.	☐ Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning illegal or unethical behavior, while expecting students and colleagues to display professional ethical and respectful behavior at all times.	☐ Leads, participates in, or advocates for district or statewide efforts to improve the effective and efficient use of resources, supporting fiscal accountability.
	☐ Understands policies and laws related to school and district and enforces or complies as necessary.		☐ Leads, participates in, or advocates for districtwide professional development concerning illegal or unethical conduct.
	☐ Encourages staff to use some technology tools to collect, organize and analyze data.	☐ Effectively implements district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff.	☐ Leads, participates in, or advocates for conversations about district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and

		☐ Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance. ☐ Uses/demonstrates the use of technology tools for data analysis.	procedures for students and staff. ☐ Leads colleagues in using a systematic method to routinely study changes to laws and policies to maintain the school's compliance. ☐ Leads, participates in, or advocates for the use of technology tools for data analysis.

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.*

3a. Innovation: *Principal seeks and implements innovative and effective solutions that comply with general and special education law.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not support or encourage staff members to refine curriculum, innovate, or improve instruction.	☐ Inconsistently provides opportunities for staff members to refine curriculum, innovate, or improve instruction OR mandates activities that are not meaningfully connected to staff engagement and/or school needs.	☐ Encourages opportunities for instructional staff to routinely engage in techniques to review performance data and student work to refine curriculum implementation and innovation.	☐ Coaches or mentors others in the use of techniques such as action research to refine curriculum implementation and innovation.
☐ Does not provide opportunities for instructional staff to collaboratively analyze data to support individual students or groups of students.	☐ Has begun to engage instructional staff in the collaborative analysis of data to support individual students or groups of students.	☐ Systematically engages instructional staff in ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.	☐ Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and drive innovation.
☐ Is familiar with local, state, and federal laws and policies.	☐ Adheres to all local, state, and federal laws and policies and regulations while ensuring activities legally align to the connecting laws, policies, and regulations.	☐ Conscientiously and routinely studies changes to laws and policies while collaborating with experts concerning general and special population educational needs of students.	☐ Leads, participates in, or advocates for a districtwide, systematic collaboration of instructional staff and coaches ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.
☐ Has not promoted the use of technology that supports student mastery of the required curriculum.	☐ Encourages instructional staff members to have access to some technology, hardware, software,	☐ Requires, monitors, and models the use of technology that supports student mastery of the required curriculum.	☐ Routinely studies changes to laws and policies and leverages relationships with external agencies, organization, and partners to support

| | professional learning, and support. | | collaboration with experts concerning general and special population educational needs |
| | | | ☐ Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum. |

3b. Instructional Vision: *Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.*

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
The principal	The principal	The principal also	The principal also
☐ Is not familiar with and has not mapped Idaho's standards or planned for their implementation.	☐ Provides time, space, and opportunities for staff to align curriculum to Idaho standards per district instructional priorities.	☐ Leads and collaborates with instructional staff to align the school curriculum and instruction with Idaho standards.	☐ Leads, participates in, or advocates for identification of best practices to align curriculum and instruction to Idaho standards.
☐ Lacks an instructional vision that includes the process of curriculum alignment, both vertically and horizontally.	☐ Encourages staff to collaborate in the process of curriculum alignment, both vertically and horizontally.	☐ Implements an instructional vision to fully align the curriculum horizontally and vertically with Idaho standards.	☐ Leads, participates in, or advocates for curriculum alignment through a systematic, continuous process to fully align the curriculum horizontally and vertically with Idaho standards.
☐ Does not have a research-based strategic action plan regarding instruction.	☐ Has shared a research-based strategic action plan regarding how instruction is shared and has clarified roles to enhance	☐ Collaborates with instructional staff to create a research-based strategic action plan that ensures instruction is guided	☐ Leads, participates in, or advocates for a research-based strategic action plan through

	organizational alignment.	and shared and clarifies roles to enhance organizational alignment.	collaboration with instructional staff that ensures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

3c. High Expectations: *Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Communicates the need for using student data for student outcome decision making and monitoring with little to no evidence supporting efforts to actually do so.	☐ Uses student data to monitor student success by identifying students or student groups that may be struggling.	☐ Uses student growth data to routinely collaborate with instructional staff by identifying critical gaps, and initiates modification of instruction.	☐ Leads, participates in, or advocates for district-wide efforts to collaboratively measure and monitor student growth data and initiate modifications as necessary.
☐ Rarely uses techniques to monitor or document that instructional staff use high-impact instructional practices.	☐ Monitors and documents instructional staff's use of high-impact instructional practices.	☐ Collaborates with instructional staff and incorporates observation to ensure that instructional staff uses high-impact instructional practices.	☐ Leads, participates in, or advocates for district staff in supporting the use of high-impact instructional practices across the district, monitoring effect over time.
☐ Does not engage instructional staff in collaborative efforts to set high standards for learners.	☐ Inconsistently engages instructional staff in efforts to set high standards for learners.	☐ Collaborates with instructional staff to set high expectations and identify potential barriers to success for all learners.	☐ Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations and identify potential barriers to success for all learners.
☐ Provides few to no opportunities for staff members to participate in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	☐ Uses benchmarks and rubrics for assessing student work; it is inconsistent across instructional staff.	☐ Consistently uses a systematic process to set and use benchmarks and rubrics	☐ Leads, participates in, or advocates for districtwide effort to use an organized collaborative process to set and use benchmarks and rubrics.
☐ Conveys an understanding of the integration of research based practices to address the whole child, but provides little evidence to support their use in practice.	☐ Uses a wide range of research-based practices to address the needs of the whole child.	☐ Collaborates with instructional staff including a wide range of specialists to use research-based practices to address the needs of the whole child.	☐ Leads, participates in, or advocates for a comprehensive integration of research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning

			disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

3d. 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.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Cannot provide evidence of proficiency in observation. ☐ Does not encourage professional learning plans with staff and teachers during the evaluation process.	☐ Provides evidence of evaluator proficiency in assessing teacher performance with accuracy and consistency based upon Danielson Framework for Teaching. ☐ Implements professional learning plans with staff and teachers during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of each year.	☐ Consistently provides evidence of evaluator proficiency by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson Framework for Teaching. ☐ Consistently and effectively implements professional learning plans for staff and teachers in the evaluative process, ensuring that staff incorporate reflective goal setting practices prior to the school year. ☐ Collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and staff's instructional goals, using a cyclical process to improve instructional practices.	☐ Supports the development in measuring and analysis of district's instructional leaders' proficiency levels based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency. Adequately monitors plan implementation. ☐ Supports district leadership staff in using professional learning plans, supporting teachers and staff in incorporating reflective goal setting prior to the year and at year's end.

3e. Evaluation: *Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Does not adhere to legal state and district requirements for teacher and staff evaluation.	☐ Adheres to legal state and district requirements for teacher and staff evaluation.	☐ Provides formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development decisions.	☐ Utilizes multiple measures to evaluate staff members and teachers, informing them of the effectiveness of their instruction; uses evaluation results to inform professional development decisions.

3f. Recruitment and Retention: *Principal recruits and maintains a high quality staff.*

Unsatisfactory	Basic	Proficient	Distinguished
The principal	The principal	The principal also	The principal also
☐ Has little success in recruiting, selecting, or hiring highly qualified and effective personnel. ☐ Creates a work environment for teachers where staff feels isolated and unvalued.	☐ Has had some success in recruiting, selecting, and hiring highly qualified personnel, based on selection process on district policy. ☐ Work environment leads some staff to	☐ Actively recruits, carefully selecting and hiring highly qualified and highly effective personnel based on school needs and selection process on district policy.	☐ Leads, participates in, or advocates for district efforts to recruit and retain a highly qualified and highly effective personnel, encouraging diversity in school staff. ☐ Leads, participates in, or advocates for the

☐ Has little to no support or ongoing mentoring or coaching in place.	view themselves as members of a team where efforts are valued by some. ☐ The school has established a mentoring system where teachers meet occasionally, supporting where they can.	☐ Emphasis of school environment leads staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis and where members feel valued. ☐ Has established a structured, comprehensive and sustained mentoring or coaching program designed to provide varied and scaffolded supports where new teachers are supported in an individualized mentoring or coaching program.	creation of a work environment for district staff and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated and district and school staff feel valued. ☐ Leads, participates in, or advocates for a districtwide structured, comprehensive and sustained mentoring or coaching program where new teachers are supported in a variety of scaffolded supports, designed to be individualized for the mentoring or coaching participants.

WENDELL SCHOOL DISTRICT #232
Summative Principal Evaluation

Principal_____ Evaluator _____

Grade Levels_____ School_____

Dates of Formal Observations _____

Professional Practice – 80% of the Evaluation Results

Domain	Points Possible	Points Received	% of Professional Practice Achieved
School Climate (3)	12		
Collaborative Leadership (5)	20		
Instructional Leadership	24		
	56		

Assigned Percentages

Distinguished   68.8-80%

Proficient   45.6-68.75%

Basic   24.8-45.5%

Unsatisfactory 14-24.75%

Professional Practice Rating			#points/56 X 80%

Final Rating (Circle One): Distinguished   Proficient   Basic   Unsatisfactory

Student Achievement – 20% of the Evaluation Results

Grade Level Measures	Points Possible	Points Received	% of Professional Practice Achieved
Total			
Student Achievement Rating			**Two measures #points/8 X 20% One Measure #points/4 X 20%**

Assigned Percentages
Distinguished   17.2-20%
Proficient   11.4-17.15%
Basic   6.2-11.4%
Unsatisfactory   0-6.15%

Final Rating (Circle One): Distinguished   Proficient   Basic   Unsatisfactory

Summative Teacher Rating: ________

Individual Professional Learning Plan Completed _____

Principal Signature_____

My signature above indicates that the contents of the evaluation have been reviewed with me. It does not necessarily indicate agreement with the findings. As per district policy, the employee may attach a statement to clarify or give additional information concerning this evaluation.

Summative Assigned Percentages	
86-100%	Distinguished
57-85.9%	Proficient
31-56.9%	Basic
14-30.9%	Unsatisfactory

Superintendent Signature_____