

**6000 SERIES
ADMINISTRATION**

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Goals

6000

The administrative staff's primary functions are to manage the District and to facilitate the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

1. Provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board;
2. Provide effective and responsive communication with staff, students, parents and other citizens; and
3. Foster staff initiative and rapport.

The District's administrative organization shall be designed so that all divisions and departments of the District are part of a single system guided by Board policies that are implemented through the Superintendent. Principals and other administrators are expected to administer their facilities in accordance with Board policy and the Superintendent's rules and procedures.

Policy History:

Adopted on: 12/11/06

Superintendent

6100

Duties and Authorities

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools, in accordance with Board policies and directives and state and federal law. The Superintendent is hereby granted authority to act on behalf of the School Board and the District in all administrative matters with the exception of those matters specifically reserved for the Board in law or rule for which there lawfully cannot be any delegation by the Board. The Superintendent is also authorized to develop administrative procedures to implement other Board policy and to delegate duties and responsibilities. Delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications and Appointment

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent shall have a valid superintendent's endorsement.

When the office of the Superintendent becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

Evaluation

The Board will evaluate, at least annually, the performance of the Superintendent, using standards and objectives developed by the Superintendent and Board, which are consistent with the District's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement.

Compensation and Benefits

The Board and the Superintendent shall enter into a contract approved by the State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the Superintendent.

Legal Reference: I.C. § 33-513 Professional personnel
Hancock v. Idaho Falls School District No. 91, No. CV-04-537-E-BLW, 2006
U.S. Dist. Ct. LEXIS 52243

Policy History:

Adopted on: 12/11/06

Revised on: 11/17/08, 1/23/12

Board / Superintendent Relations

6100P

The Board shall:

Select the Superintendent and delegate to him/her all necessary administrative powers

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the District.

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.

Authorize the allocation of certificated and classified staff.

Approve contracts for construction, remodeling, or major maintenance.

Approve payment of vouchers and payroll.

Approve proposed major changes of school

The Superintendent shall:

Serve as chief executive officer of the District.

Recommend policies or policy changes to the Board and develop procedures that implement Board policy.

Provide leadership in the development, operation, supervision and evaluation of the educational program.

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.

Recommend contracts for major construction, remodeling or maintenance.

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and

The Board shall:

plant and facilities.

Approve collective bargaining agreements.

Assure that appropriate criteria and processes for evaluating staff are in place.

Appoint citizens and staff to serve on special Board committees, if necessary.

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens and students.

Promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent.

Authorize the ongoing professional enrichment of its administrative leader as feasible.

Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.

The Superintendent shall:

facilities needs.

Supervise negotiation of collective bargaining agreements.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.

Inform the Board of appeals and implement any such forthcoming Board decisions.

Respond and take action on all criticism, complaints, and suggestions as appropriate.

Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

Procedure History:

Promulgated on: 12/11/06

Joint School District 171 Superintendent Evaluation

Superintendent Name: _____

School Year: _____

Employment Start Date: Term of Employment: _____

Superintendent Standards Ranking

		Board Member Report					Median/AVG
1	Vision and Strategic Leadership						
1.1	Develop and Articulate a Vision						
1.2	Implement and Steward a Vision						
	Average of rows 1.1 and 1.2						
2	Instructional Leadership						
2.1	Promote Positive School Culture						
2.2	Provide Effective Instructional Program						
2.3	Ensure Comprehensive Professional Growth Plans						
	Average of rows 2.1 and 2.2 and 2.3						
3	Management of Organizational Leadership						
3.1	Manage the Organizational Structure						
3.2	Lead Personnel						
3.3	Manage Resources						
	Average of rows 3.1 and 3.2 and 3.3						
4	Collaboration with Families and Stakeholders						
4.1	Collaborate with Families and Other Community Members						
4.2	Respond to Community Interests and Needs						
4.3	Mobilize Community Resources						
	Average of rows 4.1 and 4.2 and 4.3						
5	Ethics and Integrity						
5.1	Code of Ethics						
5.2	Personal and Professional Responsibility						
	Average of rows 5.1 and 5.2						
6	Governance and Legal Leadership						
6.1	Demonstrates Communication and Policy						
6.2	Keeps Board Informed						
6.3	Follows Procedures and Practices						
	Average of rows 6.1 and 6.2 and 6.3						
	Totals						

This document outlines expected professional standards for the Joint School District No. 171 Superintendent. The standards are those as developed by the American Association of School Administrators (AASA) with modifications as adopted by the Joint School District No. 171 Board of Trustees. It is understood that all standards include the underlying themes as listed below.

Values in Our Workplace

Learning:

- We believe that learning is the primary focus of our schools.
- We believe knowledge and skill empowers people to lead healthy, happy, and productive lives.

Respect:

- We believe schools create and maintain an environment that values the dignity and self-worth of students, staff, and parents, and respects individual differences.

Community:

- We believe students learn best when schools, the community, families, and support groups cooperate to achieve common goals.

Opportunity:

- We believe co-curricular and extra-curricular activities that promote teamwork, character, physical fitness, talents and personal interests are important parts of school.

Responsibility:

- We believe students learn best when schools, parents, and students accept responsibility for their roles in education.

Integrity:

- We believe personal integrity is essential for self-respect and healthy communities.

Excellence:

- We believe in excellence in teaching and learning.

STANDARD #1 – LEADERSHIP AND DISTRICT CULTURE

(Executive leadership, vision, shaping school culture, empowering others, multi-cultural understanding)

Examples:

1. Facilitates a community process to develop and implement a shared vision that focuses on teaching and learning.
2. Promotes academic rigor that focuses on learning and excellence for schools.
3. Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the district's vision.
4. Models learning for staff and students.
5. Promotes understanding and celebrating district/school/community culture.
6. Promotes and expects a school-based climate of tolerance, acceptance and civility.
7. Develops, implements, promotes and monitors continuous improvement processes.

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

*Please use the comment space below for any rating that does not meet expectations or exceeds expectations. Other comments are appreciated, but optional. Continue on back of page if necessary.

Comments:

STANDARD #2 – POLICY AND GOVERNANCE

(Working with the board, formulating district policy, describing public school governance in a democratic society.)

Examples:

1. Understands and articulates the system of public school governance and differentiate between policy making and administrative roles
2. Establishes procedures for superintendent/board interpersonal and working relationships
3. Promotes shared decision making as pervasive throughout the system
4. Scans environment to create a data-based framework for policy development
5. Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools
6. Works collaboratively with local governments, other colleagues, professional organizations, and business and community groups in furthering educational goals
7. Uses legal counsel governance and procedures to avoid civil and criminal liabilities

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #3 – COMMUNICATIONS AND COMMUNITY RELATIONS

(Articulating district vision and purpose, media relations, community feedback and building consensus for community support)

Examples:

1. Clearly articulates district vision, mission, and priorities to community and media
2. Demonstrates understanding of political forces and skills to build coalitions for educational process
3. Develops formal and informal techniques to gain external perceptions of district
4. Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
5. Promotes involvement of all stakeholders to fully participate in the process of schooling
6. Demonstrates mediation and conflict resolution skills
7. Establishes effective district/community relations, district/business partnerships and public service
8. Understands the role of media in shaping and forming opinions as well as how to work with the media
9. Develops and carries out internal and external communication plans

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #4 – ORGANIZATIONAL MANAGEMENT

(Gathering, analyzing and using data for decision-making, framing and solving problems and quality management.)

Examples:

1. Frames, analyzes and resolves problems using effective problem solving techniques and decision making skills
2. Exhibits sound organizational and personal planning and time management skills including appropriate delegation of responsibilities
3. Acquires, allocates and manages all resources to ensure successful student learning
4. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring
5. Articulates budget complexities to public in respectful, understandable manner
6. Demonstrates the ability to use technology to enhance administering business, student and other information and support systems
7. Develops and monitors long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs
8. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for district facility needs, including bond issues
9. Establishes procedures and practices for dealing with emergencies such as weather, threats to schools, student violence and trauma

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*

- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #5 – CURRICULUM PLANNING AND DEVELOPMENT

(Designing curriculum and strategic planning to enhance teaching and learning, using theories of cognitive development, using valid assessments and use of technology.)

Examples:

1. Develops core curriculum design and delivery system based on content and assessment standards and best practices
2. Establishes curriculum planning to anticipate occupational trends and school-to-career needs
3. Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction
4. Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming
5. Assesses student progress using a variety of appropriate techniques
6. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #6 – INSTRUCTIONAL LEADERSHIP

(Knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement. Applying research and best practice.)

Examples:

1. Collaboratively develops, implements and monitors change process to improve student and adult learning
2. Implements appropriate safety and security practices in schools
3. Formulates plans to assess appropriate teaching methods, classroom management and strategies for all learners
4. Analyzes available instructional resources including applications of technology and assigns them in a cost effective and equitable manner to enhance student outcomes
5. Establishes instructional strategies that include cultural diversity and differences in learning styles
6. Applies effective methods of providing, monitoring, evaluating and reporting the learning process
7. Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facility design processes to support various teaching strategies and desired student outcomes

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #7 – HUMAN RESOURCES LEADERSHIP

(Skill in developing staff evaluation and assessment and supervisory system to improve performance. Describing and applying legal requirements for selection, development, retention and dismissal.)

Examples:

1. Works with faculty and other stakeholders to identify system and staff needs and organize facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies
2. Demonstrates use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development
3. Diagnoses and improves organizational morale
4. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity
5. Assesses individual and intuitional sources of stress and develops methods for reducing stress
6. Establishes pupil personnel practices and procedures including effective student information systems

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #8 – VALUES AND ETHICS OF LEADERSHIP

(Understanding and modeling appropriate value systems, ethics and moral leadership. Exhibiting multi-cultural understanding, coordinating social agencies and human services to help each student grow as a caring, informed citizen.)

Examples:

1. Exhibits multi-cultural and ethnic understanding and sensitivity
2. Describes role of schooling in a democratic society
3. Manifests a professional code of ethics and demonstrates personal integrity
4. Models accepted moral and ethical standards in all interactions
5. Explores and develops ways to find common ground in dealing with difficult and divisive issues
6. Promotes the value that morale and ethical practices are established and practiced in every classroom, every school and throughout the district

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

STANDARD #9 – LABOR RELATIONS

(Understanding collective bargaining law and processes, contract management and effective relationships with bargaining groups.)

Examples:

1. Develops bargaining strategies based upon collective bargaining laws and processes
2. Identifies contract language issues and proposes modifications
3. Participates in the collective bargaining/negotiation processes as determined by the board
4. Establishes productive relationships with bargaining groups while managing contracts effectively

(Please select from the following continuum by placing an **x** in the box for this standard.)

- ☐ Well below expectations*
- ☐ Below expectations*
- ☐ Meets expectations
- ☐ Above expectations
- ☐ Exceeds expectations*

Comments:

Procedure History:

Promulgated on: 12/11/06

District Organization

6200

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances.

The organization of District positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a “line and staff” basis. District personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of line and staff organization.

Policy History:

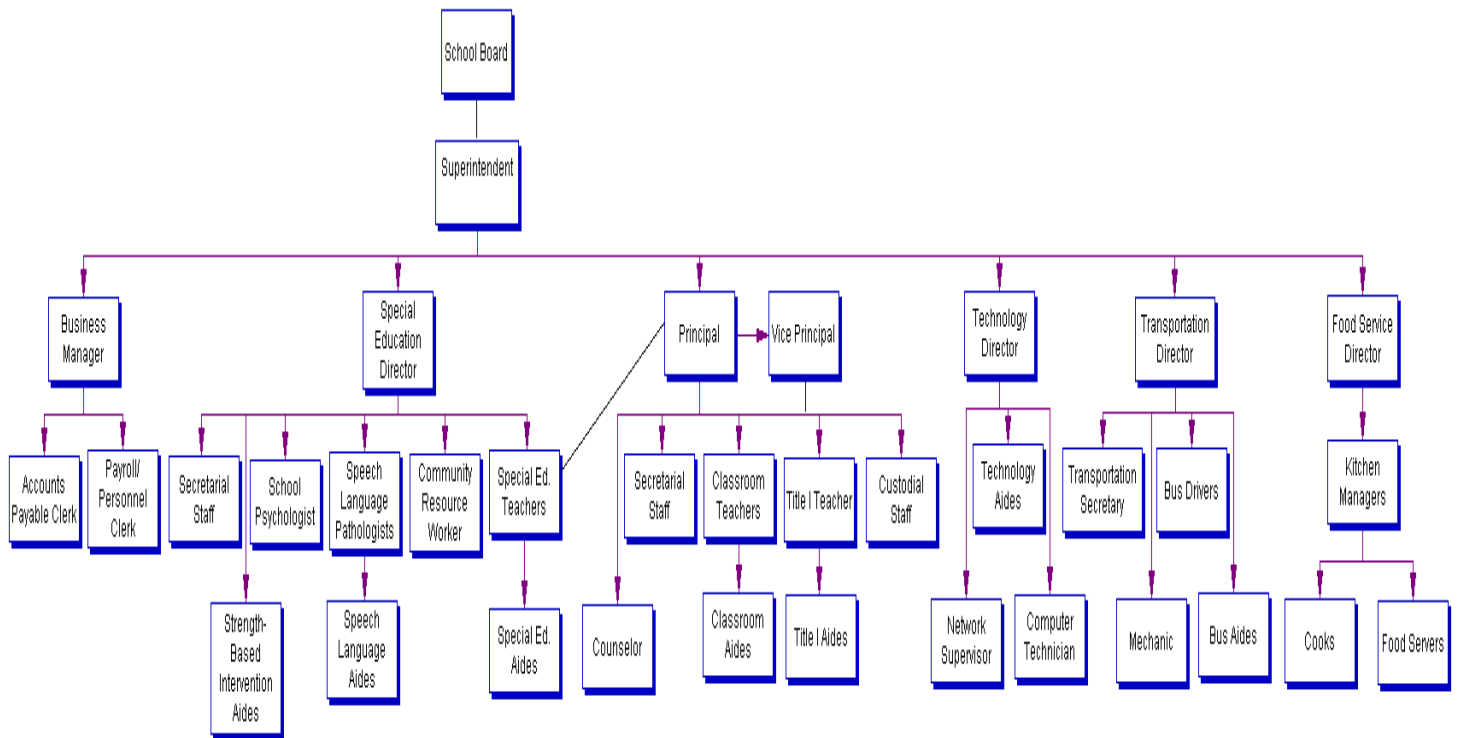
Adopted on: 12/11/06

District Organizational Chart

6200P

District Organizational Chart

6200P



ProcedureHistory
Promulgated on: 10/15/07

Duty and Authority

As authorized by the Superintendent, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff is governed by the policies of the District and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator's duties and responsibilities shall be listed in the job description for that position.

Qualifications

All administrative personnel shall have a valid certificate and appropriate endorsements issued by the State Board of Education, and other qualifications as specified in the position's job description.

Administrative Work Year

The administrators' work year shall be the same as the District's fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods as approved by the Superintendent.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction.

Legal Reference: I.C. § 33-513 Professional personnel.

Policy History:

Adopted on: 12/11/06

Employment Restrictions for Administrative Personnel

6310

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Superintendent.

Policy History:

Adopted on: 12/11/06

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For building-based school administrators such evaluation, except for that of the Superintendent, will include a section for input received from parents or guardians. Parental or guardian input forms will be made available on the District website.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the District. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within a reasonable time following the conference.

Cross Reference: 6300

Duties and Qualifications of Administrative Staff Other Than Superintendent

*Legal Reference: I.C. § 33-513
I.C. § 33-518*

*Professional Employees
Employee Personnel Files*

Policy History:

Adopted on: 12/11/06

Revised on: 1/23/12

A major part of Idaho's Evaluation System for Principals is the rubric. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. Evaluators rate the principal/assistant principal on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data. The Idaho Standards for Effective Principals is composed of 3 domains. Within those 3 domains are 14 components, and within each component are smaller elements.

Rating Levels describe the principal's performance on professional practices with respect to state performance standards.

Unsatisfactory: Principal/Assistant Principal does not meet state performance standard and does not demonstrate progress toward meeting standard.

Basic: Principal/Assistant Principal meets the minimum requirements on the state performance standard and/or is inconsistent in performance.

Proficient: Principal meets the expected performance standard and speaks to local impact within the assigned school or setting

These performance levels are aligned to the four Domains within The Framework for Teaching by Charlotte Danielson. As in The Framework, an educator's performance level goal is to "live in the area of Proficient." An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

Components of the Standards are the mandatory items that each Idaho district must address in its principal evaluation system.

Professional Practices are the day-to-day activities conducted by principals as they go about their daily work. Professional practices included in the rubric are those one would expect principals to demonstrate at each level of the rating scale. A principal's professional practice can vary depending on the setting or the experience level. Using the evaluation calculator will allow evaluators to differentiate the importance of the elements of professional practice, by the weight of the element.

Examples of Artifacts: Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of principals and assistant principals. To effectively address the requirements of the evaluation system, it is not necessary for principals and assistant principals to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the principal/assistant principal or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the principal/assistant principal's performance.

Administrator: _____ Date: _____

Reviewer _____ Title: _____

School/District _____

Reviewer Superintendent :**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—*establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.*

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Is inconsistent in creating maintaining rules and policies designed to ensure a safe environment for staff and students. 	The principal <ul style="list-style-type: none"> 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. Establishes rules and related consequences designed to keep students safe. 	The principal also <ul style="list-style-type: none"> Uses disaggregated school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety, and acts upon data to improve safety. Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort.]
<ul style="list-style-type: none"> Ignores or dismisses conflict 	<ul style="list-style-type: none"> Responds to conflict and seeks to resolve it. 	<ul style="list-style-type: none"> Actively reduces conflict in school and district settings. Ensures that staff proactively engages in conflict resolution.
<ul style="list-style-type: none"> Passively listens to staff and community feedback but relies on his/her personal interpretation. 	<ul style="list-style-type: none"> Alone or with school leadership team, monitors school climate by gathering data about student and staff perceptions. 	<ul style="list-style-type: none"> Actively elicits feedback that measures the school and community perceptions and uses this data consistently to monitor and improve school climate.

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
<ul style="list-style-type: none"> Barriers continue or are created due to the lack of willingness to collaborate toward improving the school setting. 	<ul style="list-style-type: none"> Connects appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. 	<ul style="list-style-type: none"> Collaborates with instructional staff, and parents, 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—proactively communicates the vision and goals of the school or district, the plans for the future, and successes and challenges to all stakeholders.

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Develops a vision for the school with little or no collaboration with stakeholders. 	The principal <ul style="list-style-type: none"> When making organizational decisions, refers to and requires others to reference the mission and vision, ensuring all staff know and understand it. 	The principal <ul style="list-style-type: none"> Initiates and advocates for improvements to the school. Ensures that stakeholder have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.
<ul style="list-style-type: none"> School goals or plans are not monitored and/or aligned to school programs. 	<ul style="list-style-type: none"> Monitors school goals, programs, and actions to ensure that they support the school's vision and mission. 	<ul style="list-style-type: none"> Adjusts the school improvement plan in light of data along with input from district and school staff.
<ul style="list-style-type: none"> Inadequate evidence of opportunities for departments to communicate or collaborate. 	<ul style="list-style-type: none"> Facilitates clear, timely communication across the school's departments to support effective and efficient school operations. 	<ul style="list-style-type: none"> Leads school staff in using multidirectional communication strategies and engages stakeholders.
<ul style="list-style-type: none"> Uses email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-based communications plan is not available. 	<ul style="list-style-type: none"> Uses email and intermittently uses additional technology (e.g., website, social media) for communication to parents or external constituents. The technology-based communication plan is in place that shows the timeline for information dissemination. 	<ul style="list-style-type: none"> Creates a technology-based communications plan that is based upon documented community members' technology use preferences and is timed to the school schedule.

1c. Advocacy—Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

❑ Unsatisfactory	❑ Basic	❑ Proficient
The principal <ul style="list-style-type: none"> Community and stakeholders are not meaningfully active in the school's activities 	The principal <ul style="list-style-type: none"> Invites community input and occasionally uses the input to inform decisions 	The principal <ul style="list-style-type: none"> Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning
<ul style="list-style-type: none"> Considers the <u>community</u> separate from the school and overlooks opportunities to engage in communities various cultures. 	<ul style="list-style-type: none"> Provides isolated opportunities for involving <u>community</u> in school activities 	<ul style="list-style-type: none"> Promotes appreciation and understanding and uses the community's diverse cultural opportunities in the schools learning <u>community</u>.

School Climate

Possible supporting evidence:

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.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
<input type="checkbox"/> Parent Feedback	
<input type="checkbox"/> Student Feedback	
<input type="checkbox"/> Supervisor Feedback	
<input type="checkbox"/> Meeting agenda, minutes, and rosters	
<input type="checkbox"/> Parent Newsletters	
<input type="checkbox"/> School Visits	
<input type="checkbox"/> Staff Feedback	
<input type="checkbox"/> School Discipline Data	
<input type="checkbox"/> School Tardy and Absentee Data	
<input type="checkbox"/> Web based reports	
<input type="checkbox"/> Communication Plan	
<input type="checkbox"/> Parent and Community Involvement	
<input type="checkbox"/> School Improvement Plan	
<input type="checkbox"/> Other	

Overall School Climate Rating

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

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/she uses research and/or best practices in improving the education program.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Does not use <u>Professional Learning Plans</u> to support staff professional learning. 	The principal <ul style="list-style-type: none"> Through the use of <u>Professional Learning Plans</u>, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed. 	The principal <ul style="list-style-type: none"> Encourages professional growth through the use of <u>Professional Learning Plans</u>, providing opportunities for individualized professional competencies.
<ul style="list-style-type: none"> Provides few <u>advancement or leadership</u> opportunities for staff. 	<ul style="list-style-type: none"> Provides staff equal access to staff for opportunities for learning, leadership, <u>and advancement</u>. 	<ul style="list-style-type: none"> Creates structured opportunities for instructional staff and other staff to <u>expand leadership</u> through the use of reflections, mentoring, feedback, and learning plans.
<ul style="list-style-type: none"> No evidence of <u>distributed leadership</u> as part of the process of shared governance. 	<ul style="list-style-type: none"> Has begun to develop and implement <u>distributed leadership</u> as part of the process of shared governance. 	<ul style="list-style-type: none"> Staff effectively develop and sustain a culture of <u>distributed leadership</u> as part of the process of shared governance.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Evidence indicates a lack of <u>effective time management</u> and prioritized activities. 	The principal <ul style="list-style-type: none"> Prioritizes the use of <u>school time</u> to ensure that staff activities sometimes focus on improvement of student learning, organizes majority of professional time to the school's priorities, but may engage in time wasting activities. 	The principal <ul style="list-style-type: none"> Prioritizes the use of <u>school time</u> to ensure that staff and student activities focus on improving student learning by organizing time to ensure that high leverage activities and school priority areas focus on student learning.
<ul style="list-style-type: none"> Lack of evidence in <u>project management</u> with milestones and deadlines missed. 	<ul style="list-style-type: none"> <u>Projects are managed</u> using list of milestones and deadlines and impact of change is sometimes documented. 	<ul style="list-style-type: none"> Applies <u>project management</u> to systems throughout the school and systematic monitoring and collaboration with stakeholders.
<ul style="list-style-type: none"> Lack of evidence regarding systems and process for planning and <u>managing change</u>. 	<ul style="list-style-type: none"> Establishes clear and consistent process and systems to <u>manage change</u>. 	<ul style="list-style-type: none"> Mentors/Coaches school staff and other stakeholders in effective strategies that systematically manage and monitor change.
<ul style="list-style-type: none"> Cannot explain how to or the use of technology to support instruction and learning 	<ul style="list-style-type: none"> Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning 	<ul style="list-style-type: none"> Uses and initiates the use of technology among staff in order to support instruction and learning

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Makes decisions with <u>little or no consultation</u> with stakeholders. 	The principal <ul style="list-style-type: none"> Is <u>transparent</u> with staff about allocation of resources and any expected changes. 	The principal <ul style="list-style-type: none"> Is <u>transparent</u> and anticipates the possible effects of decisions to minimize possible unintended consequences. about decisions by informing stakeholders of purposes and anticipated effects of those decisions.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Does not use or consider a <u>professional learning plan</u>. 	The principal <ul style="list-style-type: none"> Completes a <u>professional learning plan</u> in a timely manner. 	The principal <ul style="list-style-type: none"> Throughout the year he/she seeks to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in <u>professional learning plans</u>.
<ul style="list-style-type: none"> Lack of evidence to show his/her engagement in <u>professional development opportunities</u>. 	<ul style="list-style-type: none"> Engages in <u>professional development</u> offered to principals by the district. 	<ul style="list-style-type: none"> Uses feedback, surveys, and evaluations that inform <u>professional development</u> and improves professional practice by consistently monitoring progress as he/she makes adjustments as necessary.
<ul style="list-style-type: none"> Does not use <u>self-reflection</u> or monitoring of goals in measuring professional growth. 	<ul style="list-style-type: none"> Communicates results of <u>self-reflection</u> after evaluating his/her own practice and consults with evaluator, adjusting accordingly. 	<ul style="list-style-type: none"> Uses <u>self-reflection</u> 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.
<ul style="list-style-type: none"> <u>Discrimination or intolerance</u> is not considered in professional growth practices. 	<ul style="list-style-type: none"> Pursues professional development and training to support efforts in eliminating <u>discrimination or intolerance</u> in the school 	<ul style="list-style-type: none"> Acts as a role model against <u>discrimination and intolerance</u> and leads professional development so that students and staff support efforts to eradicate any of these practices from the school setting.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
<p>The principal</p> <ul style="list-style-type: none"> Is <u>not prepared</u>, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others. 	<p>The principal</p> <ul style="list-style-type: none"> Is <u>prepared, participates</u> fully, and is ready to listen and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). 	<p>The principal</p> <ul style="list-style-type: none"> Is <u>prepared, participates fully</u>, and is ready to listen and respect others in planned and unplanned meetings. He/she is knowledgeable and/or encourages ideas and engages others in meaningful dialogue.
<ul style="list-style-type: none"> Manages <u>fiscal responsibilities</u> in a disordered, irresponsible way. 	<ul style="list-style-type: none"> As allowed by the district, <u>allocates available fiscal, personnel</u>, space, and material resources in an appropriate legal and equitable manner 	<ul style="list-style-type: none"> Works with others to modify educational systems, as needed, to increase their effectiveness in using and <u>allocating fiscal, personnel, space, and material resources</u> to meet all students' needs.
<ul style="list-style-type: none"> Instances of <u>illegal or unethical conduct</u>. 	<ul style="list-style-type: none"> No instances of <u>illegal or unethical conduct</u> with employees or prospective employees or other stakeholders. 	<ul style="list-style-type: none"> Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning <u>illegal or unethical behavior</u>, while he/she displays and expects students and colleagues to display professional ethical and respectful behavior at all times.
<ul style="list-style-type: none"> Does not understand <u>policies and laws</u> related to school and district. 	<ul style="list-style-type: none"> Understands <u>policies and laws</u> related to school and district and enforces or complies as necessary. 	<ul style="list-style-type: none"> Effectively implements district rules, <u>policies, and laws</u> while enforcing clear expectations, structures, and fair rules and procedures for students and staff. Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.
<ul style="list-style-type: none"> Cannot describe how technology tools are used to collect, organize or analyze data. 	<ul style="list-style-type: none"> Encourages staff to use some technology tools to collect, organize and analyze data. 	<ul style="list-style-type: none"> Uses/demonstrates the use of technology tools for data analysis.

Collaborative Leadership

Possible Supporting Evidence:

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/she uses research and/or best practices in improving the education program.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
<input type="checkbox"/> Parent Feedback	
<input type="checkbox"/> Student Feedback	
<input type="checkbox"/> Supervisor Feedback	
<input type="checkbox"/> Meeting agenda, minutes, and rosters	
<input type="checkbox"/> Parent Newsletters	
<input type="checkbox"/> School Visits	
<input type="checkbox"/> Staff Feedback	
<input type="checkbox"/> Systems for Data Review	
<input type="checkbox"/> Web-based reports	
<input type="checkbox"/> Sign in training sheets	
<input type="checkbox"/> Technology inventories	
<input type="checkbox"/> Student Achievement information	
<input type="checkbox"/> Budget information	
<input type="checkbox"/> Communication Plan	
<input type="checkbox"/> Parent and Community Involvement	
<input type="checkbox"/> School Improvement Plan	
<input type="checkbox"/> Systems for Data Review	
<input type="checkbox"/> Other	

Overall Collaborative Leadership Rating

☐ Unsatisfactory

☐ Basic

☐ Proficient

☐ Distinguished

Justification:

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/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Does not encourage or promote staff members to use techniques such as action research to examine the educational practices to refine curriculum <u>implementation and innovation.</u> 	The principal <ul style="list-style-type: none"> Some staff members are independently using techniques such as action research to review performance data or student work to refine curriculum <u>implementation and innovation.</u> 	The principal <ul style="list-style-type: none"> Encourages opportunities for instructional staff to routinely engage in techniques such as action research to review performance data and student work to refine curriculum <u>implementation and innovation.</u>
<ul style="list-style-type: none"> Little to no evidence available of instructional staff collaboration in analysis to identify or <u>support individual students or groups of students.</u> 	<ul style="list-style-type: none"> Has begun to engage instructional staff in the collaborative analysis to identify <u>individual students or groups of students</u> who are struggling or may struggle to attain social and academic goals. 	<ul style="list-style-type: none"> Systematically engages instructional staff and coaches on ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.
<ul style="list-style-type: none"> Is familiar with <u>local, state, and federal laws and policies.</u> 	<ul style="list-style-type: none"> Adheres to all <u>local, state, and federal laws and policies</u> and regulations while assuring activities legally align to the connecting laws, policies, and regulations. 	<ul style="list-style-type: none"> Conscientiously and routinely studies changes to <u>laws and policies</u> while collaborating with experts concerning general and special population educational needs of students.
<ul style="list-style-type: none"> Has not promoted the use of technology to support student mastery of the required curriculum. 	<ul style="list-style-type: none"> Encourages instructional staff members to have access to some technology, hardware, software, professional learning and support 	<ul style="list-style-type: none"> Requires, monitors and models the use of technology to support mastery of the required curriculum

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Has not identified or mapped <u>Idaho's Core Standards</u> or planned for their improvement. 	The principal <ul style="list-style-type: none"> Provides time, space, and opportunities for instruction, and curriculum is aligned to <u>Idaho Core Standards</u> per district instructional priorities. 	The principal <ul style="list-style-type: none"> Leads and collaborates with instructional staff to align the school's curriculum and instruction to <u>Idaho Core Standards</u> by providing time and resources and mapping schools' processes and effectively plan for improvement.
<ul style="list-style-type: none"> Instructional vision lacks the process of curriculum <u>alignment, both vertically and horizontally.</u> 	<ul style="list-style-type: none"> Encourages staff to collaborate in the process of curriculum <u>alignment, both vertically and horizontally.</u> 	<ul style="list-style-type: none"> Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the <u>curriculum horizontally and vertically</u> with the standards.
<ul style="list-style-type: none"> Has not included a <u>research-based strategic action plan</u> regarding instruction. 	<ul style="list-style-type: none"> A <u>research-based strategic action plan</u> regarding instruction is shared and roles clarified to enhance organizational alignment. 	<ul style="list-style-type: none"> Collaborates with instructional staff to create a <u>research-based strategic action plan</u> that insures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Communicates the need for using <u>student data</u> for student outcome decision making and monitoring with little to no evidence supporting these efforts 	The principal <ul style="list-style-type: none"> Uses <u>student data</u> (e.g., formative and summative assessment, work samples, teacher judgment) to monitor student success to rigorous academic content and support service, identifying students or student groups that may be struggling. 	The principal <ul style="list-style-type: none"> Routinely collaborates with instructional staff and specialists to identify critical core content gaps, measuring the difference between the skills needed, and initiates modification based upon this and other <u>student growth data.</u>

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
<ul style="list-style-type: none"> Rarely uses techniques to monitor or document that instructional staff use <u>high-impact instructional practices</u>. 	<ul style="list-style-type: none"> Has initiated the use and support of techniques to monitor and document that instructional staff uses <u>high-impact instructional practices</u>. 	<ul style="list-style-type: none"> Collaborates with instructional staff and uses observation data and support techniques to monitor and document that instructional staff uses <u>high-impact instructional practices</u>.
<ul style="list-style-type: none"> Lack of evidence to support collaboration efforts in setting high standards for learners. 	<ul style="list-style-type: none"> Has begun the process to engage instructional staff in collaboration efforts to <u>set high standards for learners</u>. 	<ul style="list-style-type: none"> Collaborates with instructional staff to <u>set high expectations for all learners</u> and identify potential barriers to success for all learners.
<ul style="list-style-type: none"> Little to no instructional staff members participates in a collaborative process to set and use <u>benchmarks and rubrics to generate</u> student efficacy and responsibility. 	<ul style="list-style-type: none"> There are some members of the instructional staff that use <u>collaboratively-designed benchmarks and rubrics</u> for assessing student work. 	<ul style="list-style-type: none"> Uses an organized collaborative process to set and use <u>benchmarks and rubrics</u> to generate student efficacy and responsibility.
<ul style="list-style-type: none"> Conveys an understanding of the integration of research based practices to address the <u>whole child</u>, with little evidence to support it is in practice. 	<ul style="list-style-type: none"> Implements a comprehensive approach to learning that integrates research based practices to address the <u>whole child</u>, students' cognitive, physical, social and emotional health and welfare. 	<ul style="list-style-type: none"> Comprehensive integration of research based practices to address the <u>whole child</u> 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—*has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Align resources, policies, and procedures toward continuous improvement of instructional practice guided by an instructional vision.*

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
<p>The principal</p> <ul style="list-style-type: none"> Cannot <u>provide evidence of proficiency</u> in observation. 	<p>The principal</p> <ul style="list-style-type: none"> <u>Provides evidence of evaluator proficiency</u> to assess teacher performance with accuracy and consistency based upon Danielson <i>Framework for Teaching</i>. 	<p>The principal</p> <ul style="list-style-type: none"> Consistently <u>provides evidence of evaluator proficiency</u> by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson <i>Framework for Teaching</i>, with accuracy and consistency.
<ul style="list-style-type: none"> Does not encourage <u>Professional Learning Plans</u> with staff and teachers during the evaluation process. 	<ul style="list-style-type: none"> Encourages <u>Professional Learning Plans</u> 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. 	<ul style="list-style-type: none"> Involves <u>Professional Learning Plans</u> for staff and teachers in the evaluative process, encouraging staff to 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 instructional staff upcoming instructional goals, using a cyclical process to improve instructional practices.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Staff and teacher <u>evaluations are not differentiated</u> based upon pupil personal. 	The principal <ul style="list-style-type: none"> Staff and teacher <u>evaluations are differentiated for pupil personal</u> certificate holders, aligned to the Danielson Framework for Teaching with <u>professional development differentiated</u>, as appropriate. 	The principal <ul style="list-style-type: none"> Staff and teacher evaluation are explicit, reflecting differentiated <u>evaluation for pupil personal certificate holders</u>, aligned to the Danielson Framework for Teaching, with performance reflecting specific and measureable improvements along the performance continuum with <u>clear differentiated professional development</u> for faculty, as appropriate.
<ul style="list-style-type: none"> Adheres to legal requirements for <u>teacher and staff evaluation</u>. 	<ul style="list-style-type: none"> Creates processes to provide formative and summative <u>evaluation feedback to staff and teachers</u>, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development. 	<ul style="list-style-type: none"> Evaluation process utilizes multiple assessments, using formative and summative feedback to <u>evaluate staff members and teachers</u>, informing them of the effectiveness of their instruction and uses analyzes of evaluation results to inform professional development.

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient
The principal <ul style="list-style-type: none"> Has little success in <u>recruiting, selecting, or hiring highly qualified</u> and effective personnel 	The principal <ul style="list-style-type: none"> Has had some success in <u>recruiting, selecting, and hiring</u> highly qualified personnel, based on selection process on district policy 	The principal <ul style="list-style-type: none"> Actively <u>recruits</u>, carefully <u>selecting and hiring</u> highly qualified and highly effective personnel based on school needs and selection process on district policy
<ul style="list-style-type: none"> Creates a <u>work environment</u> for teachers where staff feels isolated and unvalued. 	<ul style="list-style-type: none"> <u>Work environment</u> leads some staff to view themselves as members of a team where efforts are valued by some. 	<ul style="list-style-type: none"> Emphases of <u>school environment</u> lead staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis, where members feel valued.

<ul style="list-style-type: none"> Has little to no support or ongoing <u>mentoring or coaching</u> in place. 	<ul style="list-style-type: none"> The school has established a <u>mentoring system</u> where teachers meet occasionally, supporting where they can. 	<ul style="list-style-type: none"> Has established a structured, comprehensive and sustained <u>mentoring or coaching</u> program designed to provide varied and scaffold supports where new teachers are supported in an individualized mentoring or coaching program.
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Instructional Leadership

Possible Supporting Evidence:

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/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
<input type="checkbox"/> Parent Feedback	
<input type="checkbox"/> Student Feedback	
<input type="checkbox"/> Supervisor Feedback	
<input type="checkbox"/> Meeting agenda, minutes, and rosters	
<input type="checkbox"/> Parent Newsletters	
<input type="checkbox"/> School Visits	
<input type="checkbox"/> Staff Feedback	
<input type="checkbox"/> Formative and Summative Evaluations of Staff	
<input type="checkbox"/> Classroom Observation Logs	
<input type="checkbox"/> School Targets for increased Academic Participation and Achievement	
<input type="checkbox"/> Goals and Progress for Student Growth	
<input type="checkbox"/> Student Achievement information	
<input type="checkbox"/> Web-based reports	
<input type="checkbox"/> Sign in sheets for trainings	
<input type="checkbox"/> Technology inventory	
<input type="checkbox"/> Curricula and Standards Alignment	
<input type="checkbox"/> School Improvement Plan	
<input type="checkbox"/> Hiring and Retention Data	
<input type="checkbox"/> Professional Development for Staff	

Overall Instructional Leadership Rating

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

Overall Rating for Principal

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.

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

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/she uses research and/or best practices in improving the education program.

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

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/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

Overall Rating for Principal:

☐ Unsatisfactory

☐ Basic

☐ Proficient

Justification:

Principal Comments (required):

Principal Signature

Date

Superintendent/ Evaluator Signature

Date

Parent or Guardian Input Form**6320F**

Parent or Guardian Input Form
ADMINISTRATOR EVALUATION

RELATING TO ADMINISTRATOR: _____
HOLDING THE POSITION OF: _____
SCHOOL YEAR: _____

Instructions:

1. Please complete the evaluation by circling the most appropriate number.
2. This form should be placed into the box located at District Office or mailed to:
Adminstrator Evaluation
PO Box 2259
Orofino, ID 83544
3. Only one form should be completed by each parent for this administrator for each school year.
4. If a parent has a concern with regard to an event occurring in their child's classroom and wishes to more directly address this issue, please understand that this form alone will not directly address the parental concern. The parent should raise the concern with the teacher or administrator.
5. Please offer specific comments when possible. Specific comments will be considered in the preparation of the administrator's evaluation and will aid both the District and the administrator in addressing performance.

Area of Evaluation	Agree			Disagree		Don't know
1. Works with parents, staff and students in development and promotion of the school's vision.	1	2	3	4	5	0
	Comment:					
2. Promotes and maintains high standards of academic excellence for the performance of students and staff.	1	2	3	4	5	0
	Comment:					
3. Manages all aspects of the school to ensure a positive educational experience for all students.	1	2	3	4	5	0
	Comment:					
4. Listens to community members, parents, and students and timely responds to their concerns.	1	2	3	4	5	0
	Comment:					
5. Treats students and adults with respect.	1	2	3	4	5	0
	Comment:					
6. Communicates with community members accurately.	1	2	3	4	5	0
	Comment:					
7. Shows awareness/understanding of developmental characteristics of different age groups. Acts with an	1	2	3	4	5	0
	Comment:					

understanding of social, racial, cultural, political and economic forces that influence a positive school environment.						
8. Encourages parental involvement in the educational process.	1	2	3	4	5	0
Comment:						
9. Is a positive advocate for students.	1	2	3	4	5	0
Comment:						
10. Is a strong and visible leader of the school.	1	2	3	4	5	0
Comment:						

Area of Evaluation	Agree			Disagree		Don't know
11. Effectively coordinates school programs that promote student involvement, education, safety, growth, and the development of responsibility.	1	2	3	4	5	0
	Comment:					
12. Administers student discipline fairly and consistently.	1	2	3	4	5	0
	Comment:					
13. Maintains a school climate that welcomes parents, families and community members and invites their participation. Encourages teachers to provide opportunities to engage families to assist in student learning.	1	2	3	4	5	0
	Comment:					
14. Have you personally met with the administrator?	1	2	3	4	5	0
	Comment:					
15. Have you had any reason to visit the administrator's office?	YES			NO		
16. Were you satisfied that your concerns were addressed?	YES			NO		

Any additional comments you wish to share not covered by the above questions (please feel free to attach a separate page):

Please complete and sign the form and place in a sealed envelope.

Name: _____

Signature: _____

Date: _____ Telephone Number: _____

Form History:

Promulgated on: 12/12/11

Professional Growth and Development

6330

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the District. Each year the Superintendent should develop an administrative in-service program based upon the needs of the District, as well as the needs of individual administrators.

Administrative staff are encouraged to be members of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Policy History:

Adopted on: 12/11/06

Principals

6400

Principals are the chief administrators of their assigned schools. The primary responsibility of Principals is to supervise the operation and management of their assigned schools and shall be under the direct supervision of the Superintendent. The majority of the Principals' time shall be spent on curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents and teachers. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community. Principals will be evaluated in accordance with the Administrator Evaluation Procedures in 6320P.

Legal Reference: I.C. § 33-513 Professional personnel

Cross Reference: Evaluation of Administrative Staff 6320
Administrator Evaluation Procedure 6320P

Policy History:

Adopted on: 12/11/06

Revised on: 4/21/2014