

Coeur d'Alene School District No.271 Policy Manual

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ADMINISTRATION

6000

Goals

The administrative staff's primary functions are to manage the finances and operations of the District and to facilitate the implementation of a quality educational program in accordance with the District's Strategic Direction. 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 which 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: 5/2/16

Revised on:

ADMINISTRATION

6100

Superintendent

Duties and Authorities

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools and of all divisions and departments of the District, in accordance with Board policies and directives and State and federal law. The Superintendent will have such powers and duties as the Board may prescribe to him or her. The Superintendent is hereby granted authority to act on behalf of the 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 Board policy and to delegate duties and responsibilities. Delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action which was delegated. The Superintendent is directly responsible to the Board for the observance of its Policies by all employees throughout the system, and for the enforcement of all provisions of the law relating.

The Board hereby delegates authority to the Superintendent to declare positions vacant should an employee willfully refuse to acknowledge receipt of an employment contract or the employment contract is not signed and returned to the Board in the designated period of time.

The Superintendent's primary function is to provide leadership and direction to every member of the administrative, instructional, and support services staff in the effort to provide a quality education for the students enrolled in the schools of District. His or her responsibilities include general school administration, instructional programs and services, personnel leadership and supervision, business and fiscal operations, school facilities management, pupil transportation, record keeping and reporting, and community relations.

The Superintendent shall represent the District at local, State, and national professional meetings and in all dealings with other school systems, social institutions, business forums, agencies of government, and the general public. The Superintendent shall maintain, through cooperative leadership within and without the school system, a program of public relations to improve understanding and morale within the schools, and to keep the public informed as to the activities, needs, and successes of the schools. The Superintendent shall maintain active membership in the Chamber of Commerce and in at least one civic organization and actively participate in other community affairs.

The Superintendent must maintain, directly or through delegation, such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy. The Superintendent shall also complete such additional administrative assignments as may be determined by the Board.

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, parents, business, and various segments of the community. The Superintendent shall have a valid Idaho superintendent's endorsement. The Superintendent must have a Master's Degree or Doctorate from an accredited college or university.

The Superintendent must keep informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means. The Superintendent must keep the Board informed of trends in education.

A Superintendent must have demonstrated:

1. An ability to provide strong leadership in dealing with critical educational needs;
2. Successful experience developing and implementing innovative programs to meet student needs;
3. An ability to generate community support for educational needs;
4. Competency in the skills required to perform the major duties and responsibilities of Superintendent; and
5. Successful experience in administration.

The Board will employ a Superintendent for a term not to exceed three (3) years. When the office of Superintendent becomes vacant, the Board may 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 conduct a written formal evaluation, at least annually, of the performance of the Superintendent using standards and objectives developed by the Superintendent and the Board which are consistent with the District's mission and goal statements. The evaluation of the Superintendent will be based solely on the criteria established by the Board and the Superintendent at the beginning of the evaluation period unless otherwise revised through an agreement by both parties. The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The Chair shall coordinate the evaluation process with the Board Clerk and the Superintendent. Each Board Member shall individually complete an evaluation of the performance of the Superintendent indicating the strengths of the Superintendent's job performance for the prior year. The evaluation will also set

forth areas where improvement in the Superintendent's job performance is needed. In addition, the Superintendent may prepare a self-evaluation to share with the Board.

The Board shall meet in executive session to synthesize an evaluation summary. The Chair/designee shall prepare in writing a document of the board summary and send a copy to each Board member to affirm or amend.

The Clerk shall send the revised summary to the Superintendent and Board. The Superintendent shall have an opportunity to meet with the Board in executive session to discuss the Board summary evaluation. The Board will affirm or amend the Board summary evaluation. The Superintendent may offer a written response to his or her evaluation.

The Board summary evaluation which is approved by the Board shall be signed by the Superintendent and the Chair. The signed evaluation, the self-evaluation and any written response shall be placed in the Superintendent's permanent file.

A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, Idaho Code.

Through evaluation of the Superintendent, the Board shall strive to accomplish the following:

1. Clarify expectations among Board Members as well as between the Board and the Superintendent;
2. Provide a structured vehicle for maintaining open communication;
3. Provide a regular forum for discussion so that problems are resolved;
4. Provide an environment for discussing as well as listening;
5. Give encouragement and commendation for work well done as well as identify areas needing strengthening; and
6. Establish reasonable standards for continued employment.

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.

Except during the year of initial appointment, the Superintendent's contract will be reviewed at the regular Board meeting each January and, if approved, may be extended for not less than one (1) additional year beyond the established expiration date of the contract. The Superintendent does not acquire renewable contract rights.

The Superintendent will be employed for a twelve (12) month period and will be paid as determined by the Board. The Superintendent will be entitled to paid vacation as determined by the Board.

Cross Reference: 1315

District Planning

Legal Reference: I.C. § 33-320

Strategic Planning and Training

I.C. § 33-513

Professional Personnel

I.C. § 33-1001

Definitions

IDAPA 08.02.02.120

Local District Evaluation Policy

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: 5/2/16

Revised on: 12/4/17

ADMINISTRATION

6100P

Board/Superintendent Relations

The successful operation of schools requires a close, effective working relationship between the Board and the Superintendent. The relationship must be one of trust, good will, and candor.

As the legally designated governing body, the Board retains authority within the District. The Superintendent is the Board's professional advisor to whom the Board delegates executive responsibility. The Superintendent is responsible for making recommendations relative to all matters requiring Board action and placing before the Board such necessary facts, information, and reports as are needed to ensure the making of an informed decision. This shall include completing any reports required by the Federal government, the State Department of Education, or the Board of Trustees.

The Board shall:

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

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

Create a continuous improvement plan.

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

Adopt annual objectives for improvement of the District.

Approve courses of study.

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. Enforce the policies, rules, regulations, and decisions of the Board and be responsible for their dissemination to school employees and the general public.

Manage and implement change through long-range planning efforts such as continuous improvement planning and technology planning.

Provide leadership in the development, operation, supervision, and evaluation of the educational program. Set priorities, develop plans, implement and evaluate decisions, and accept responsibility for administrative actions.

Recommend annual objectives for improvement of the District.

Recommend courses of study.

The Board shall:

Approve textbooks and other instructional materials.

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 the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of all employees as provided by law and the policies of the Board.

Approve contracts for construction, remodeling, or major maintenance.

Approve payment of vouchers and payroll.

The Superintendent shall:

Recommend textbooks and other instructional materials.

Prepare and submit the annual budget. Oversee the financial planning of the District and implementation of the Board-approved budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment; supervise all District employees directly or indirectly; direct and assign teachers and other employees of the schools under his or her supervision; 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. Act as a liaison between the Board and the school employees and transmit communications between the two.

Recommend the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of all employees of the Board as provided by law and the policies of the Board.

Recommend contracts for major construction, remodeling, or maintenance. Make recommendations regarding the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the District.

Recommend payment of vouchers and payroll.

The Board shall:

Approve proposed major changes of school plants 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.

Approve emergency action taken by the Superintendent.

The Superintendent shall:

Prepare reports regarding school plant and facility needs. Engage in capital facilities planning.

Supervise negotiation of collective bargaining agreements.

Supervise staff negotiations with certified personnel and be responsible for the evaluation of all certificated and non-certificated employees. 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. Oversee the use of all District facilities, property, and funds with a maximum of efficiency.

Exercise discretion in matters requiring immediate attention which are not covered by Board policies, and inform the Chair of any emergency action taken.

*** A copy of the Superintendent's evaluation may be included.**

Procedure History:

Promulgated on: 5/2/16

Revised on:

ADMINISTRATION

6200

District Organization

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. Unless otherwise approved by the Superintendent, or (in the case of a Superintendent's relationship), by the Board, no supervisory status shall exist when the supervisor and subordinate maintain a romantic relationship.

The Superintendent shall have the authority to determine the organization, reorganization, and arrangement of the administrative and supervisory staff. The Superintendent shall exercise his or her judgement in making such decisions to best serve the District's students and patrons. The Superintendent is encouraged to inform the Board of decisions that will affect the organizational chart. The Board expects the Superintendent to keep the administrative structure in line with the needs for support, supervision, and accountability throughout the school system.

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

Policy History:

Adopted on: 5/2/16

Revised on: 8/6/18

Duties and Qualifications of Administrative Staff Other Than Superintendent

Duty and Authority

Certificated and non-certificated District administrators shall be approved by the Board of Trustees.

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 are governed by the policies of the District and are responsible for implementing the administrative procedures that relate to their assignment. Such individuals directly report to the Superintendent.

Administrative duties and responsibilities shall be listed in the job description.

The Superintendent, as the Board's designee, may notify any District Office administrator prior to the contract expiration date or July 1st, whichever is sooner, if he/she intends to cancel any extension of their contract. Any such cancellation shall be conducted in accordance with State and federal law and administrative rules.

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.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction. Each certificated administrator will be paid an annual salary as determined by the Board and will receive the same leave, insurance, and other benefits received by other certificated personnel.

The Board recognizes that there are times when it is necessary and desirable for administrative personnel to be absent from their normally assigned duties. Therefore, the Superintendent is directed to make provisions for various types of leaves of absences for administrative personnel. Such leave must be granted final approval by the Board per Idaho Code 33-513(6).

Administrators' travel, lodging, and food expenses for District-related activities must receive the Superintendent's or designee's advance approval.

Legal Reference: I.C. § 33-506 Organization and Government of Board of Trustees
I.C. § 33-513 Professional Personnel
I.C. § 33-515 Issuance of Renewable Contracts
I.C. § 33-1201 Certificate Required

Policy History:

Adopted on: 5/2/16

Revised on:

Employment Restrictions for Administrative Personnel

The Superintendent may approve requests for out-of-district consulting by administrative staff during district time. As a general rule, the Board supports the sharing of expertise by its staff members as long as it does not conflict with responsibilities to the district.

Any compensation for out-of-district consulting will be remitted to the district unless the administrator chooses to use vacation time or payroll deduction at the employee's daily rate.

Legal Reference: I.C. § 33-506 Organization and Government of Board of Trustees

Policy History:

Adopted on: 5/2/16

Revised on:

Coeur d’Alene School District No. 271

ADMINISTRATION

6320

Evaluation of Administrative Staff

The Board of Trustees directs District Administration to develop procedures for supervision and evaluation of all administrative staff in compliance with Idaho Code.

Cross Reference: 6300 Duties and Qualifications of Administrative Staff Other Than Superintendent

Legal Reference: I.C. § 33-513	Professional Employees
I.C. § 33-515	Issuance of Renewable Contracts
I.C. § 33-518	Employee Personnel Files
I.C. § 33-1001	Definitions
IDAPA 08.02.02.120	Local District Evaluation Policy

Policy History:

Adopted on: 5/2/16

Revised on: 12/4/17

Administrative Personnel Evaluation Procedure

The Coeur d'Alene School District believes that administrator evaluation is a key component in assuring that the students of the District are provided with a high quality educational experience. To ensure this the District has developed an administrative evaluation tool and procedures for all certified administrators in the district. Administrators will receive a minimum of one annual evaluation.

Evaluation Objectives

The District's Principal Evaluation Program is designed to:

1. Maintain or improve each principal's job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning each principal's further training and professional development;
3. Assure considered opinion of a principal's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each principal's capabilities;
6. Provide an opportunity for each principal to discuss job problems and interests with the Superintendent; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

The Superintendent shall have the responsibility for creating a plan for ongoing review of the District's Principal Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties. The Superintendent shall also create and implement a plan for ongoing training and professional development and the funding thereof for principals in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation.

Evaluation Measures and Criteria

The Coeur d'Alene School District Administrator Evaluation Model shall be aligned to state standards, including but not limited to:

- Proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators no later than August 31, 2019.
- Administrator evaluation standards shall address the following domains and the components:
 - Domain 1: School Climate
 - School Climate, Communication and Advocacy
 - Domain 2: Collaborative Leadership
 - Shared Leadership, Priority Management, Transparency, Leadership Renewal, and Accountability
 - Domain 3: Instructional Leadership
 - Innovation, Instructional Vision, High Expectations, Continuous Improvement of Instruction, Evaluation, and Recruitment and Retention.
- Professional Practice: Principal must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice.

The responsibility of evaluation of administratively certificated personnel is delegated in the following manner. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

- District Administrators will be evaluated by the Superintendent of Schools.
- Building Principals will be evaluated by the Directors of Secondary and Elementary Education.
- Other Building Administrators will be evaluated by Building Principals

Data used in admin evaluation will include but is not limited to:

- Individual Professional Learning/Growth Plans growth
- Building Goal growth to achievement
- Administrative meetings participation i.e. Admin Council, Admin Academies, Elementary and Secondary Admin Meetings
- Building walk-throughs and teacher observation artifacts
- Adherence to administrative responsibilities

Evaluation of all administrative personnel will be conducted in a fair and consistent manner. An annual evaluation shall include, at a minimum, two (2) formative observations and evaluative discussions. Formative observations may include but are not limited to walk-throughs with supervisors, participation at district meetings and performance on district committees. Evaluative discussions may include but are not limited to administrative growth plan conferences, goal planning conferences, and end of year evaluation conferences.

Evaluation Rating System: Observations will have a rating system with four (4) rankings used to differential performance of administrative certificate holders: Unsatisfactory being equal to 1; Basic/Emerging being equal to 2; Proficient being equal to 3, and Distinguished being equal to a rating of 4.

Each principal shall receive at least one (1) summative evaluation to be completed no later than June 1st for each annual contract year of employment. Each principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

Summative Evaluation Overall Rating: The overall rating system will have four (4) rankings used to differential performance of administrative certificate holders: Unsatisfactory being equal to 1; Basic/Emerging being equal to 2; Proficient being equal to 3, and Distinguished being equal to a rating of 4. The Evaluator will decide the overall rating by yearly performance to include: component ratings, input, achievement, etc.

If it is deemed necessary to develop an Individualized Improvement Plan, the following may be included:

- **Peer Mentoring** – any Individualized Improvement Plan may include peer assistance, mentoring or instructional coaching. This can be initiated by the certified administrator or the supervisor.
- **Verbal Correction** – Prior to receiving a mark of “unsatisfactory” or “emerging/basic” in any element on the evaluation summary, the evaluator will provide a verbal warning, along with observable expectations for improvement and reasonable time to remediate.
- **Emerging/Basic** – The evaluator is required to include written comments on the Certified Administrator Evaluation describing the criteria resulting in any element being marked “emerging/basic.” When a certified administrator receives written notice on an evaluation summary that his/her performance in one or more domains is deemed to be “emerging/basic,” a Individualized Improvement Plan focused on improvement in that domain may result.

The certificated administrator will be encouraged to dedicate focused efforts to improve prior to the next evaluation cycle. Failure to show improvement in that domain on subsequent cycles may result in advancing to an “unsatisfactory” status.

- **Unsatisfactory Determination** – Certified administrators shall receive a mark of “unsatisfactory” only after receiving an emerging/basic in the same domain on the preceding evaluation unless there is compelling evidence or a justification to do so. The evaluator is required to include written comments on the Certified Administrator

Evaluation Summary describing the criteria resulting in any domain being marked as “unsatisfactory.”

Whenever a certificated administrator receives an evaluation on which his/her performance in one or more domains is deemed to be “unsatisfactory” by the evaluator, an Individualized Improvement Plan shall be developed in close collaboration with the evaluator.

The district administration will develop a plan for ongoing training and professional learning based upon the district’s evaluation standards and process as well as a plan for funding ongoing training and professional development for evaluators of principals.

Permanent records of each administrator evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.

Per Idaho Code 33-515, nothing in this section shall prevent the board of trustees from offering a renewed contract increasing the salary of any certified person, or from reassigning an administrative employee to a non-administrative position with appropriate reduction of salary from the preexisting salary level. In the event the board of trustee reassigns an administrative employee to a non-administrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision by the local board of trustees.

Rebuttal/Appeal

Within seven (7) days from the date of the evaluation meeting with the Superintendent/designee the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Superintendent/designee, the Superintendent/designee may provide the principal with a written response, within 10 working days, stating the reason(s) why the Superintendent/designee will or will not amend the evaluation as requested.

If the Superintendent/designee chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal’s personnel file.

If the Superintendent/designee chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Superintendent/designee’s response, if any, will be retained in the principal’s personnel file.

The Documentation Process

Evaluations will be made in writing and given to each administrator. Copies of the evaluations may be made available upon request for Board Members prior to the meeting in which the administrators will be reviewed by the Board.

The adopted documentation forms for the official record of the administrator supervision evaluation process which shall be filed in the employee's personnel file at the District Central Office. An Individualized Improvement Plan shall be filed as appropriate.

Reporting

The District will report the information required per the State Department of Education for State and Federal reporting purposes.

Evaluations will not be disclosed to the public without the administrators' written consent.

Procedure History:

Promulgated on: 12/7/15

Revised on: 6/6/16, 12/5/16, 12/4/17, 3/5/18, 10/5/20

ADMINISTRATIVE DOCUMENTED OBSERVATION

Updated 10/5/2020

Administrator		School	
Evaluator		Date	

Must be completed by June 1st of each year. Rate each component “U” for unsatisfactory, “E” for Emerging/Basic, “P” for Proficient, “D” for Distinguished

Ratings U/E/P/D	Domain 1: School Climate	Comments:
	A. School Culture – Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's career and life endeavors.	
	B. Communication – Administrator 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 – Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.	
	Domain 2: Collaborative Leadership	
	A. Shared Leadership – Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.	
	B. Priority Management – Administrator organizes time and delegates responsibilities to balance administrative/management, educational, and community leadership priorities.	
	C. Transparency – Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.	
	D. Leadership Renewal – Administrator strives to continuously improve leadership skills through professional development, self-reflection,	
	E. Accountability – Administrator establishes high standards for professional, legal, ethical and fiscal accountability for self and others.	
	Domain 3: Instructional Leadership	
	A. Innovation – Administrator seeks and implements innovative and effective solutions that comply with general and special education law.	
	B. Instructional Vision – Administrator insures that instruction is guided by a shared, research-based that articulates what students do to effectively learn the subject.	
	C. High Expectations – Administrator sets high expectations for all students, academically, behaviorally, and in all aspects of student well-being.	
	D. Continuous Improvement of Instruction – Administrator 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 practices guided by the instructional vision.	
	E. Evaluation – Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness.	
	F. Recruitment and Retention – Administrator recruits and maintains a high quality staff.	

	Additional Comments / Justification / Evidence Where Applicable
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ADMINISTRATIVE SUMMATIVE EVALUATION

Must be completed by June 1st of each year

PROFESSIONAL PRACTICE OVERALL SCORE: (includes each component’s ratings on the observation form, other evidence, student achievement, input, etc.)

Unsatisfactory _____	Basic _____	Proficient _____	Distinguished _____
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I recommend:	
<input type="checkbox"/>	Continued Employment
<input type="checkbox"/>	No recommendation at this time
<input type="checkbox"/>	Professional Assistance Plan (attached)
<input type="checkbox"/>	Probation Plan (attached)
<input type="checkbox"/>	Non-renewal / Non-employment

I understand a copy is being placed in my personnel file in accordance with Idaho Code 33-518. Signature does not indicate agreement or disagreement with the statements herein.

 Administrator Signature Date

 Evaluator Signature Date

ADMINISTRATION

6320F2

Individualized Improvement Plan

Administrator: _____

Date of Last Conference: _____

Date of Report: _____

Supervisor: _____

Approximate Date of Next Conference: _____

Areas Needing Improvement: _____

Plan for Improvement: _____

Timeline for Improvement: _____

Observer Comments: _____

The supervisor has explained this summary of performance to me.

Signature of Administrator: _____

Date: _____

Signature of Employee: _____

Date: _____

I understand a copy of this form will be placed in my personnel file in accordance with Idaho Code 33-518. Signature does not indicate agreement or disagreement with the statements herein.

ADMINISTRATION

6330

Professional Growth and Development

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.

The Superintendent shall make provision for administrative leave to professional conferences and visits which are believed to contribute to the professional growth of administrative personnel and to the successful operation of the District.

Legal Reference: I.C. § 33-515 Issuance of Renewable Contracts

Policy History:

Adopted on: 5/2/16

Revised on: