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## **Victory Charter School**

### **ADMINISTRATION**

**6100**

#### Principal

##### Duties and Authorities

The Principal is the Charter School's executive officer and is responsible for the administration and management of the Charter School, in accordance with Board policies and directives and State and federal law. The Principal is hereby granted authority to act on behalf of the Board of Directors and the Charter School 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 Principal 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 Principal of responsibility for the action which was delegated.

The Board hereby delegates authority to the Principal 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.

##### Qualifications and Appointment

The Principal must be of good character and of unquestionable morals and integrity. The Principal shall have the experience and the skills necessary to work effectively with the Board, Charter School employees, students, and the community. The Principal shall have a valid Administrator's certificate with any endorsement required by State law and administrative code.

When the office of the Principal 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 primary purpose of the principal evaluation is to assist personnel in professional development, in achieving Charter School goals, including fidelity to the charter school's stated program - the Harbor School Method, and to assist with decisions regarding personnel actions.

The Principal shall receive at least one written, formal evaluation to be completed no later than June 1st for each annual contract year of employment. The 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*.

The process of developing criteria and procedures for Principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents and guardians.

### Evaluation Objectives

The Charter School'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 Board is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning the Principal's further training and professional development;
3. Assure considered opinion of the 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 the Principal's capabilities;
6. Provide an opportunity for the Principal to discuss job problems and interests with the Board; 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.

### Responsibility

The Board shall have the responsibility for administrating and monitoring the Charter School's Principal Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for Principals in the Charter School's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation forms;
2. Creating a plan for ongoing review of the Charter School's Principal Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents/guardians, and other interested parties;

3. Creating a procedure for remediation for a Principal that receives an evaluation indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how the Principal's evaluation will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of Principals including:
  - A. Unsatisfactory being equal to a rating of 1;
  - B. Basic being equal to a rating of 2; and
  - C. Proficient being equal to a rating of 3.
5. Completing Principal Evaluation annually, ensuring proper safeguards, and filing completed evaluations.

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

#### Written Evaluation

A written summative evaluation will be completed for the Principal by the Board no later than June 1st for each annual contract year of employment. A copy will be given to the Principal. The original will be retained by the Board. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Board and the Principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

#### Evaluation Measures and Criteria

**Professional Practice:** Principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals.

**Domain 1: School Climate:** The Principal 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. The Principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The Principal is proactive in communicating the vision and goals of the school or Charter School, the plans for the future, and the successes and challenges to all stakeholders; and
3. **Advocacy:** The Principal advocates for education, the Charter School, teachers, parents, and students and engenders school support and involvement.

**Domain 2: Collaborative Leadership:** The Principal 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, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The Principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;
2. **Priority Management:** The Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
5. **Accountability:** The Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

**Domain 3: Instructional Leadership:** The Principal 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. The Principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The Principal seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;

3. High Expectations: The Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being;
4. Continuous Improvement of Instruction: The Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. Evaluation: The Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. Recruitment and Retention: The Principal recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The Charter School has chosen input received from students as its measure to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

**Student Achievement:** Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other Charter School-based administrators, as determined by the Board.

**Annual Strategic Plan:** 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.

**Strengths and Weaknesses:** The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

#### Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

## Communicating Evaluation Results

Each evaluation shall include a meeting between the Board and Principal wherein the Board will:

1. Discuss the evaluation with the Principal, emphasizing strong and weak points in job performance. Commend the Principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the Principal to reach before the next performance evaluation.
2. Allow the Principal to make any written comments he or she desires. Inform the Principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the Principal sign the evaluation indicating that he or she has been given a copy.

## Rebuttals/Appeals

Within seven days from the date of the evaluation meeting with the Board 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 Board within seven days, the Board shall provide the Principal with a written response within ten working days either amending the evaluation as requested by the Principal or stating the reason(s) why the Board will not be amending the evaluation as requested.

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

## Action

Each evaluation will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew a Principal's contract the Charter School will comply with the requirements and procedures established by State law.

## Records

Permanent records of each Principal evaluation and any submitted rebuttal/appeal documentation will be maintained in the Principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in state and federal law regarding the right to privacy.

### Reporting

The Charter School shall submit an evaluation plan to the State Department of Education for approval. Any subsequent changes to the Charter School's evaluation plan shall be resubmitted to the State Department of Education for approval. The Charter School shall report the rankings of individual principal evaluations annually to the State Department of Education.

Cross Reference: 1315	Strategic Planning
Legal Reference: I.C. § 33-320	Strategic Planning and Training
I.C. § 33-513	Professional Personnel
I.C. § 33-1001	Definitions
IDAPA 08.02.02.121	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:

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Revised on: February 27, 2018



## **Victory Charter School**

### **ADMINISTRATION**

**6110**

#### Harbor School Teacher Evaluation Practice Policy

##### Responsibilities of Administrators

Formative Observations: K - 8, 30 minutes per week per teacher; 9 - 12, 60 minutes per week per teacher.

##### Rationale for the difference in minutes administrators are required to observe between K-8 and 9 - 12:

Kindergarten - 8th grade have scripted lesson plans, concept boards in each subject area that they are required to use each school day. The lesson planning, assessments, and research has already been completed for these grade levels.

9th - 12th curriculum follows the state standards. The extended time at the high school level is to ensure that teachers are using direct instruction which the parents and teachers who started these 3 charter schools required.

The Formative observation is 90 % of the evaluation process. The Summative observation is 10% of the evaluation process in a Harbor School.

##### Policy History

Adopted on: January 24, 2017