

# INDEPENDENT SCHOOL DISTRICT OF BOISE CITY ASSISTANT PRINCIPAL EVALUATION

## PHILOSOPHY

Every community is vitally interested in the quality of education provided by its local school system. The Independent School District of Boise City believes that one critical factor contributing to the high quality of education is effective building leadership. It also believes that leadership development is enhanced when performances are evaluated with a view to stimulating professional growth and improving leadership performance.

This instrument is designed to provide for meaningful dialogue between the evaluator and evaluatee for the development of leadership skills leading to a total and effective education for all students. Each assistant principal will be evaluated in the areas of visionary leadership, instructional leadership, management and organizational leadership, and safe and orderly environment. It is incumbent upon the evaluator to assess the extent of progress in the administrator's professional performance, specify improvement recommendations, and express administrative commendation for successful professional service.

## EVALUATION PROCEDURE

The performance of each assistant principal employed by the Independent School District of Boise City shall be evaluated in writing by his/her immediate supervisor at least once during the school year.

The evaluatee will be provided a blank evaluation form and will be allowed at least (10) days to complete the self-evaluation and prepare documentation.

The evaluator will independently complete an evaluation of the administrator, and specify any recommendations and commendations.

Upon completion of the two evaluations, the evaluator will schedule a conference with the evaluatee in a place designated by the evaluatee. During this conference both parties will discuss their respective evaluations, present any support or additional documentation, and revise their evaluations as warranted.

Within ten (10) days after the conference, the evaluator will consolidate the two evaluations with supporting documentation, recommendations, and commendations on a single evaluation form. The evaluator will then secure the evaluatee's signature on the document, and enter the evaluation in the evaluatee's personnel file.

### ***Definitions:***

**Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comments and/or documentation.

**Basic:** Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.

**Proficient:** Highly competent in the art, skills, or field of knowledge of education.

**BOISE SCHOOL DISTRICT**  
**Assistant Principal Evaluation**

Name \_\_\_\_\_ Employee ID: \_\_\_\_\_

<b>STANDARD 1: Visionary Leadership – Requires standard rating</b>						
<b>Elements:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Improvement of school’s structure, climate, culture, and achievement.						
2. Knowledge and support of school improvement plan and objectives.						
3. Leadership in decision-making efforts						
4. A working understanding of “Best Practices”.						
5. The consistent use of effective planning and communication skills.						
6. An understanding of the need for high professional expectations for all staff.						
7. The use of thoughtful and effective problem solving skills and learning.						
8. High expectations for quality instruction for all students.						

**U – Unsatisfactory      B – Basic      P – Proficient**

**STANDARD 2: Instructional Leadership – Requires standard rating**

<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Understanding and reinforcement of instruction, including the Boise Instructional Model, Direct Instruction, and Differentiated Instruction.						
2. Effective supervision and evaluation of instruction.						
3. Understanding and supervising curriculum and content alignment.						
4. Thoughtful and determined management of marginal instruction.						
5. Use and support of computer technology.						
6. Ongoing and consistent development of new teachers.						
7. An understanding of the need for ongoing professional growth and staff development.						
8. Demonstrates an ability to facilitate and motivate a staff to work toward accomplishing identified school improvement or school-wide improvement goals.						

**U – Unsatisfactory**

**B – Basic**

**P – Proficient**

**STANDARD 3: Management & Organizational Leadership – Requires standard rating**

<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. High visibility throughout the campus and school.						
2. Emergency planning and readiness.						
3. Regular and efficient communication of school activities.						
4. Supervision and leadership of school departments, teams, and committees.						
5. Use of effective conflict management practices.						
6. Effective decision-making.						
7. Annual staff feedback for self-assessment.						
8. Effective day-to-day building management.						

**U – Unsatisfactory**

**B – Basic**

**P – Proficient**

**STANDARD 4: Safe and Orderly Environment – Requires standard rating**

<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Regular and efficient communication with teachers regarding student discipline.						
2. Discipline to be handled in a fair and consistent manner.						
3. Effective communications with parents.						
4. Development of effective student Management practices.						
5. Response to situations concerning the safety and well being of students.						
6. An objective review of circumstances.						
7. Following the procedures outlined in the school discipline policy.						

**– Unsatisfactory**

**B – Basic**

**P – Proficient**

Evaluatee's summary reflections and goals:

Evaluator's recommendations:

Commendations, including specific elements that are considered distinguished:

The evaluatee's signature does not indicate agreement or disagreement with the evaluation. It signifies that he/she has conferred with the evaluator and has examined the document.

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

5/13/04