

## Sample Building Administrator Evaluation and Development Process Calendar

*This document represents a recommended timeline for capturing building administrator performance data and collecting data measuring student achievement.*

Timeline	Activity	Supervisor Steps	Administrator Steps
Prior to the Start of School	Beginning of the Year Conference	<ul style="list-style-type: none"> <li>● Preconference-may be done at the end of the previous school year or before the new school year begins                             <ul style="list-style-type: none"> <li>○ Review previous student growth measures</li> <li>○ Be prepared to discuss student growth measures for upcoming year</li> <li>○ Review Evaluation Calendar and evaluation documents with administrator</li> <li>○ Schedule Beginning-of-Year Conference with administrator</li> </ul> </li> <li>● Be prepared to discuss parental/guardian input</li> <li>● Review administrator/school's previous year's student achievement data</li> <li>● Determine if other items will be used when measuring effectiveness</li> <li>● Beginning-of-Year Conference with administrator</li> <li>● School walk through <i>(Sample document available)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Administrator fills out self-assessment <i>(sample form available)</i></li> <li>● Administrator sets professional growth goals and creates a professional growth plan <i>(sample form available)</i></li> <li>● Administrators send their Professional Growth Plan to their evaluator at least 48 hours (2 school days) before the Beginning of the Year Conference, so that he/she has time to review it</li> <li>● During the Beginning-of-Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan</li> <li>● Review and be prepared to discuss student achievement data and parental/guardian input</li> </ul>
August-December	Ongoing feedback conversations based on multiple school visits, targeted development activities and other information. "All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions." (Proposed Administrative Rule)		
December-February	Mid-Year conference with Evaluator	<ul style="list-style-type: none"> <li>● Review administrator Professional Growth Plan</li> <li>● Mid-Year Conference                             <ul style="list-style-type: none"> <li>○ Provide feedback on Professional Growth Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discuss Professional Growth Plan</li> <li>● Receive feedback on performance</li> <li>● Professional Growth Plan may be adjusted during this conference if the goals are not ambitious enough, unrealistically ambitious,</li> </ul>

		<ul style="list-style-type: none"> <li>• Within five to seven (5-7) days of observation, the administrator should receive written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• or not yielding the desired outcomes</li> <li>• Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently</li> </ul>
March-May	<p>Ongoing feedback conversations based on multiple school visits, targeted development activities and other information. "All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions." (Proposed Administrative Rule)</p>		
By the end of the year	End of year Conference	<ul style="list-style-type: none"> <li>• End-of-Year Conference</li> <li>• Discuss Professional Growth Plan</li> <li>• Provide feedback on performance for entire year</li> <li>• Final evaluation rating assigned</li> <li>• The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1)Unsatisfactory, (2)Basic, (3)Proficient, (4)Distinguished</li> <li>• Within five to seven (5-7) days of the observation, the administrator should receive written feedback</li> <li>• Provide avenue for administrator to respond to written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Professional Growth Plan</li> <li>• The administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met. They will determine areas to target for the coming year based upon the current year's evaluation results</li> <li>• Be prepared to discuss parental/guardian input, student achievement included within the evaluation</li> <li>• Administrator may respond to written feedback</li> </ul>
Administrators rated Unsatisfactory(1) or Basic(2)	<p>Proceed with district procedures in place for at-risk educators; i.e., professional development, improvement plans, improvement teams, etc. If personnel actions are to take place as a "result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel." (Proposed Administrative Rule)</p>		
Forms	<ul style="list-style-type: none"> <li>• <b>Building Administrator Self-Assessment Form</b></li> <li>• <b>Professional Growth Plan</b></li> <li>• <b>Characteristics of Highly Effective Administrator</b></li> <li>• <b>Sample School Site Visit Running Record and Feedback Form</b></li> </ul>		