

Principal Leadership
Performance
Review
A Systems Approach

*Developed by and for Iowa School Leaders
with support from the School Administrators of Iowa and The Wallace Foundation*

This document is designed to be a tool to help local school leaders develop powerful growth goals. It is a working document and subject to periodic updates. Local districts are encouraged to adapt these processes to meet their specific need.

June 2008

Approved _____ Reviewed 10/18/21 _____ Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Principal Performance Review: A Systems Approach

Introduction

The process of coaching a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

Principal evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the principal and his/her supervisor can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adopted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that principals be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation the law requires an annual formative assessment around the principals' Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan (IPDP) attainment, and other supporting documentation.

Operating Principles

A comprehensive principal performance review process must:

- 1. Align with the Iowa School Leadership Standards and Criteria**
Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals.
- 2. Be intended to acknowledge strengths and improve performance.**
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
- 3. Connect academic, social, emotional and developmental growth for all students in the building/system.**
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
- 4. Recognize the importance of a principal's role in improving the culture of the learning community.**
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
- 5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**
Rationale: Examples may include self-assessment, a portfolio compiled by the principal, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.
- 6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.**
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
- 7. Be ongoing and connected to school improvement goals.**

Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.

8. Align building and district goals with community members' vision for education.

Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Timelines for Principal Leadership Performance Review

SUGGESTED TIMELINE

ACTION

- | | |
|------------------------------|---|
| Late Spring | 1. Principal and superintendent/designee clarify vision, mission and district goals. |
| | 2. Superintendent/designee and principal will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | 3. Principal in collaboration with superintendent develops Professional Development Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals, etc. To identify goal targets. (Sample goals can be found on SAI's website under "Resources" @ www.sai-iowa.org) |
| Prior to the Start of School | 4. Review processes and forms with new administrators. |
| Quarterly or Early Winter | 5. Principal and supervisor discuss progress reports regarding Individual Professional Development Plan goals. |
| Early Spring | 6. Principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee. |
| | 7. The official performance review document(s) is shared, clarified and discussed with the principal. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record |
| | 8. A copy of the final written performance review form is placed in the principal's personnel folder. |

Principal Performance Standards and Criteria

PART I - JOB RESPONSIBILITIES

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - Participates in planning process to establish measurable goals with all stakeholders.
 - Collects a variety of types of data in student learning to guide goal development.
 - Uses an established procedure to collaboratively analyze and interpret data.
 - Ensures that a comprehensive planning process is in place and followed.
- 1b. Uses research and/or best practices in improving the education program.
 - Demonstrates knowledge of current research and best practice.
 - Provides staff with information and/or examples of current research and best practices.
 - Builds goals based on current research and best practice about high quality instructional programs.
 - Systematically engages teachers and staff in discussions about current research and theory.
- 1c. Articulates and promotes high expectations for teaching and learning.
 - Demonstrates understanding of the district's vision and goals.
 - Makes decisions and allocates resources to support building and district goals.
 - Maintains a focus on the implementation of the district's vision and goals.
 - Supports the district's initiatives.
- 1d. Aligns and implements the education programs, plans, action, and resources with the district's vision and goals.
 - Demonstrates understanding of the change process.
 - Systematically plans change efforts to improve student achievement.
 - Uses knowledge of the school, district and community environment to inform planning and actions.
 - Allocates resources to support initiatives and change efforts.
 - Supports staff during the change process.
 - Garners staff and community support for change.
 - Fosters a climate of shared leadership.

Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify
- 1e. Provides leadership for major initiatives and change efforts.
 - Demonstrates understanding of the change process.
 - Systematically plans change efforts to improve student achievement.
 - Uses knowledge of the school, district and community environment to inform planning and actions.
 - Allocates resources to support initiatives and change efforts.
 - Supports staff during the change process.
 - Garners staff and community support for change.

- Fosters a climate of shared leadership.
Evidence: record of participation in planning, training and other preparation; states rationale for direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify.

- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
 - Responds to stakeholder questions and/or concerns with information.
- Evidence: include building information in district reports and building newsletters and website; shares information in community meetings; conducts “test talks” with students (shares results and expectations); shares information with non-certified staff so they know/share priorities/plans to others.*

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
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**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #1**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement

- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

STANDARD #2: A principal is an educational leader who 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. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 2a. Provides leadership for assessing, developing and improving climate and culture.
 - Facilitates collaborative development of culture and climate goals.
 - Provides and enforces clear structure, rules, and procedures for teachers, staff, and students.
 - Collects data regarding school climate.
 - Works with stakeholders in the development of an action plan to accomplish goals.
 - Fosters a climate in which every student is well known, respected, and cared for.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Develops a structure that ensures all students and staff earn recognition for work well done.
 - Communicates accomplishments of staff and students to district stakeholders.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - Uses observation feedback to assist teachers in the development of effective teaching strategies.
 - Provides conceptual guidance for teachers regarding effective classroom practice.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
 - Facilitates the collection of data related to curriculum, instruction and assessment.
 - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
 - Ensures that a rigorous academic program is in place at the school.
 - Ensures that each student is engaged in a rigorous course of study.
 - Ensures that the curricular program is aligned with assessment systems.
 - Ensures that the curricular program is aligned across grades and levels of schooling.
 - Ensures that the regular and special programs (special education, English as a second Language, etc.) are aligned.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
 - Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation.
 - Maximizes district evaluation process to improve staff performance.
 - Initiates critical conversations about quality teaching.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - Allocates resources to provide ongoing, job-embedded professional development.
 - Ensures alignment between professional development and improved student learning.
 - Exposes teacher and staff to cutting-edge ideas about effective practices.
 - Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.

Artifact: Involve teachers and staff in reading articles and books about effective practices.
- 2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - Stays informed about current research and theory regarding effective schooling and quality instructional programs.
 - Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.

2h. Promotes collaboration with all stakeholders.

- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
- Provides time and opportunities for collaboration.
- Provides meaningful opportunities for students to be engaged in school.

Code No. 303.6E1

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- Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.

2i. Is easily accessible and approachable to all stakeholders.

- Develops effective means for stakeholders to communicate with administrator.

2j. Is highly visible and engaged in the school community.

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

2k. Articulates the desired school culture and shows evidence about how it is reinforced.

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school cultures.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #2**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals' Standards
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with district personnel)
- Faculty meeting agenda (Prof issues and Dev)

- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development

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- Lead in-service
- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers
- Quality teacher in every classroom report to community

STANDARD #3: A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 3a. Complies with state and federal mandates and local board policies.
- Demonstrates awareness of local, state, federal policies and mandates to promote student achievement.
 - Allocates resources to support the compliance of mandates and policies.
 - Implements procedures and structures that support mandates.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
- Uses a variety of methods and resources to recruit highly qualified staff.
 - Follows district procedures for hiring staff.
 - Provides orientation and ongoing support for staff.
 - Implements the district mentoring plan.
- 3c. Addresses current and potential issues in a timely manner.
- Anticipates issues that may impact the learning environment.
 - Uses knowledge of informal groups and relationships among staff to enhance the learning environment.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- Demonstrates an understanding of budgetary policies and procedures.
 - Allocates resources, including technology, to optimize student learning.
 - Maintains day-to-day management of building budget.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
- Develops building policies and procedures to minimize interruptions and distractions during the school day.
 - Develops a master schedule to optimize instruction and learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.
- Demonstrates an awareness of district communication plan.
 - Gathers information and input from a variety of sources prior to communicating.
 - Communicates accurate information to appropriate audience in a timely manner.
 - Uses a variety of methods and resources to communicate with stakeholders.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

Reflection:	

Possible artifacts a Principal could use to demonstrate proficiency.

Standard #3

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration
- Accreditation visit result

STANDARD #4: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- Involves students, families, and community members in the decision making process to enhance student achievement.
 - Promotes collaborative opportunities to enhance student achievement.
 - Builds partnerships with community groups to support school goals.
- 4b. Promotes and supports a structure for family and community involvement in the education system.
- Establishes system for school and stakeholders to communicate with one another.
 - Collects and uses input/feedback from families and community for decision making.
 - Provides for skill development to family and community to support student learning.
 - Models equity in engaging stakeholders that represent the diversity of the school community.
 - Secures resources from the larger community to support school goals.
- 4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Collaborates with community agencies in planning to serve the needs of students and address barriers to student learning.
 - Provides structure to assist families in accessing appropriate community resources.
 - Accesses community, health, human and social resources available to students and families
- 4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
- Interacts with parents in ways that enhance their support for student learning.
 - Fosters responsibility among staff to provide welcoming culture for all.
 - Promotes respect for diversity; capitalizes on the diversity of the school community.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
<p>Reflection:</p> <hr/> <hr/> <hr/> <hr/>	

Possible artifacts a Principal could use to demonstrate proficiency.

Standard #4

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- School web site hits
- Log of referrals of students and families to community agencies
- Log of placements of students (SPED) in comm. Agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Social health teams
- School- based health clinics on site
- Examples of parental involvement and input i.e. PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Career day brochure
- Teaming w/community agencies, YMCA, Mental Health
- Observations of site council meetings & presentations to the Board of Directors

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 5a. Demonstrates ethical and professional behavior.
- Adheres to state and federal mandates.
 - Adheres to board policies, district procedures, and contractual obligations.
 - Adheres to professional standards of behavior.
 - Treats people fairly and with respect.
- 5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
 - Supports major initiatives.
 - Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.
- 5c. Fosters and maintains caring professional relationships with staff.
- Remains aware of personal needs of teachers and staff.
 - Is informed about significant personal issues in the lives of teachers and staff.
 - Acknowledges significant events in the lives of teachers and staff.
- 5d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- Stays aware of informal groups and relationships among teachers and staff.
 - Models inclusive hiring practices.
 - Models equity in engaging stakeholders.
- 5e. Is respectful of divergent opinions.
- Maintains open and effective methods of communication.
 - Encourages minority opinions to be heard.
 - Responds appropriately to school issues as they arise.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
<p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	

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Possible artifacts a Principal could use to demonstrate proficiency.

Standard #5

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic rep on all school comm. And booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students in community service events, programs
Observations or knowledge of community service work or participation

STANDARD #6: A principal is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 6a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- Participates in efforts to influence the political process related to education.
 - Responds to community needs by supporting educational programs.
 - Interacts with organizations to enhance their support for schools and programs.
- 6b. Advocates for the welfare of all members of the learning community.
- Serves as liaison between educational community and broader community.
 - Advocates for children and families in the larger community.
- 6c. Designs and implements appropriate strategies to reach desired goals.
- Analyzes data to make decisions.
 - Provides opportunities for input from all stakeholders.
 - Understands profile of and its relationship to global society.
 - Infuses global understandings in program design and implementation.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Summary Rating</p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Doesn't Meet Standard</p>
<p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #6**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Meet monthly to curriculum director to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee
- Speaker at service club (Rotary)
- Share progress on district goals to P.T.O., P.A.C., etc
- Member of Sup Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email state legislator – OFTEN using all capital letters +!!!
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District committee agenda
- Staff development plan indicating diversity agenda
- Communication with Matt Carver
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Observations of participation in community forums, city council or Bd. of Directors mtgs.
Write articles in newsletter or local paper re: ed. issue

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PART II – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:		Meets Standard	Does not meet Standard
Standard	1		
Standard	2		
Standard	3		
Standard	4		
Standard	5		
Standard	6		

Significant Achievements:**Areas for Growth:****Principal Comments:****Superintendent or Designee Comments:****Recommendation for Continuous Improvement (check one)**

____ Professional Growth Plan

____ Remediation Target(s)

Principal's Signature: _____ Date: _____

Evaluation Period: 200 ____ to _____, 200 ____

Superintendent or Designee: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: _____ **School:** _____ **District:** _____ **AEA:** _____

District or Building Focus

Step 1 **General District Goal Area** (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Step 2 **Specific School or District Goal** (for above general goal area)

Step 3	Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
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Step 4	Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
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*Administrators are encouraged to use “SMART Goal” design to develop their goals. See page 2.

Step
5

Supports for Plan Implementation (check all that apply and describe)

Supervisor/Board:

AEA/Regional:

Peer:

Other:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent/Designee Comments:

Principal Comments:

Signatures: _____
Superintendent/Designee Date
Principal Date

SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION

TITLE: Elementary/Middle/High School Principal

QUALIFICATIONS: Must possess the qualifications and certification set by the code of Iowa and the Iowa Department of Education.

REPORTS TO: The Superintendent or Designee

SUPERVISES: The academic and support personnel employed in the building(s) assigned to the Principal.

JOB SUMMARY: To provide leadership, supervisory, and administrative skills that will promote the educational development of each student.

TERMS OF EMPLOYMENT: () days of service. Salary, benefits, and work year to be established by the Board of Education.

EVALUATION: Job performance will be evaluated in accordance with provisions of the board's policy for Evaluation of Administrative Personnel.

JOB RESPONSIBILITIES

1. VISION

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.

2. CULTURE AND INSTRUCTIONAL PROGRAM

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

3. MANAGEMENT

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.
- Manage fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

4. COLLABORATION

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Connects students and families to the health, human and social services they need to stay focused on learning.

5. ETHICS

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

6. LEARNING COMMUNITY

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about building/district issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.
- Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

Evaluation Process - Evaluation of Administrators - May 2007
 (ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
IEATPII: Evaluation of Administrators- Module 6: handout 6.3
Best Practice

