

Building-level Leader Leadership Performance Review

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Introduction

The leadership practice of Iowa's school leaders has been guided by the six Iowa Standards for School Leaders since their adoption by the State Board of Education in 2007. These standards derived from and were aligned to those created by the Interstate School Leaders Licensure Consortium in 1996. Clearly, much has changed in the world and in education over the past nearly two and a half decades! The educational landscape continually provides new opportunities and challenges. With these changes, educational leadership has also evolved, becoming ever more complex. Consequently, the Council of Chief State School Officers and The National Policy Board for Educational Administration guided a two-year process to draft new standards to replace the 1996 ISLLC.

These new standards, the Professional Standards for Educational Leaders, were adopted by the respective boards of these organizations in 2015 and reflect the contributions of more than 1,000 school leaders from across the country. The NPBEA explains: *Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet challenges of the job today and in the future as education, schools and society continue to transform.* ([NPBEA on PSEL](#))

At the same time the PSEL were finalized, Iowa's Council on Educator Quality released its final recommendations, one of which called for learning progressions aligned to each of the teaching standards and each of the ISSL. In response, School Administrators of Iowa in partnership with the Iowa Department of Education convened a group of leaders representing different roles and regions from across the state to research and study the ISSL in light of the new PSEL. This team appreciated the way in which the new standards capture the day-to-day realities of the educational leader, make transparent the responsibilities, focus on equity, reflect the past decades of research on the significance of leadership to student achievement, and emphasize the well-being of students, staff, and leaders themselves. Consequently, the Iowa DE on behalf of this team brought forth a petition to the State Board of Education requesting the adoption of the PSEL as Iowa's new standards for school leaders. The Board adopted new standards for Iowa's school leaders on November 18, 2020 with an effect date of July 1, 2021.

To build a common language and deepen understanding of the standards and progressions, a glossary has been developed and applicable to all Performance Review Documents. It is available [here](#).

Performance Review Overview

The process to address the growth and development of a building-level leader is a critical component in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district and building goals and encourages supervisors to focus their attention on the leader's role in improving achievement and well-being for each and every student. The recognized research of [Leithwood and coauthors \(2004\)](#) has shown that "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." Affirming the Leithwood et al. study and extending its conclusions, a [report](#) released in February 2021 by the Wallace Foundation finds, "Effective principals are at least as important for student achievement as previous reports have concluded—and in fact, their importance may not have been stated strongly enough." Additional key findings indicate, "Principals have substantively important effects that extend beyond student achievement."

Grounded in this research and in the theory of positive school leadership, the following model reflects a strengths-based approach for developing the capacity of the building-level leader. It fits within the larger context of the system itself and is guided by a set of ethics, values, and beliefs that undergird the work so both the leader and supervisor can operate in an integrity-filled manner.

Iowa Code Chapter 284A sets forth the expectations for administrator evaluation:

New to the role	Experience in the district in the role	New to the district, experience in the role
Summative evaluation during first year in the new position and based on their performance relative to the 10 ISSL and their Individual Administrator Professional Development Plan (IAPDP).	Annual evaluation relative to the leader's IAPDP and aligned ISSL.	
The summative evaluation requires documentation of meeting each of the 10 ISSL, meeting of district expectations drawn from the district's improvement plan and attainment of goals set forth in the IAPDP, and other supporting documentation.	The annual evaluation, at a minimum, requires that the leader and supervisor affirm the leader is performing at least at the <i>Developing</i> level relative to each of the 10 standards (see Suggested Timeline). ❑ If the supervisor and leader agree that the leader is performing at a minimum at the <i>Developing</i> level on all 10 standards, then they move into a deeper discussion regarding the focus of the leader's IAPDP goals and leadership work aligned to the respective standards. The supervisor will provide feedback and evaluate the leader's development over the course of the year relative to the IAPDP goals and aligned standards, and the leader will provide evidence and documentation specific to those goals and aligned standards. ❑ If the supervisor has questions regarding the leader's performance at a minimum level of competence, the leader and supervisor move into a deeper discussion about what evidence would affirm competence. They identify and agree upon improvement goals and a timeline for achievement. ❑ If the supervisor and leader are unable to reach agreement regarding the leader's competence, there may be employment implications.	

Operating Principles

A comprehensive building-level leader performance review process must:

1. Align with the Iowa Standards for School Leaders (*revised 2021*) and Board Policy.
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-level leadership.
2. Be intended to acknowledge strengths and advance performance.
Rationale: An effective evaluation process is grounded in trust and uses feedback to build upon strengths in a cycle of ongoing improvement.
3. Connect academic, social, emotional and behavioral health and growth for each and every student in the building/system.
Rationale: Student growth must be measured using multiple sources of data representing both academics and well-being.
4. Recognize the importance of a building leader's role in influencing the culture of the learning community.
Rationale: Research clearly demonstrates that quality building-level leadership shapes an environment where equity and excellence are the standard for everything.
5. Describe important professional practices along a continuum in observable and measurable terms so that conversations about performance growth and development can occur.
Rationale: A mutual understanding of current performance and clarity regarding next-level performance focus the work of the leader on high-leverage practices linked to increased student learning and development as opposed to a checklist of activities to be completed.
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 growth and development.
7. Be holistic, ongoing, and connected to school improvement goals.
Rationale: An evaluation is a process, not a once-a-year conversation or a checklist, and must be connected to school improvement plans.

Suggested Timeline for Building Leader Performance Review

Late Spring/Early Summer	1. Building leader and supervisor clarify vision, mission and district goals. Supervisor and building leader review the most recent building leader evaluation and the evaluation process, job description, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. 2. Self-reflection: The building leader conducts a self-assessment using the Progressions, documented by relevant evidence supporting each standard. Based on that assessment, the leader considers 2-3 goals as the focus for learning and leading work to propose to the supervisor and aligns those goals to the applicable standard/s. A single goal may encompass more than one standard. For those building leaders with experience in that role in the district, goals should be reflective of the most recent evaluation feedback (See Step 5). These mutually agreed upon goals are articulated in the building leader's IAPDP.
Start of School Year	3. Supervisor and building leader review evaluation process and forms. They revisit their mutual agreement that the building leader is meeting all 10 ISSL. Supervisor and building leader review and collaborate around the proposed standards and goals articulated in the IAPDP for the focus of the leader's work. <i>*First time building leader: Throughout the course of the first year, the new building leader will collect evidence aligned to each of the 10 standards to document performance. Supervisor and building leader will review and collaborate around the proposed goals and aligned standards articulated in the IAPDP for the focus of the new leader's learning.</i>
Monthly or as determined by building leader and supervisor	4. Building leader and supervisor discuss progress and next steps regarding IAPDP goals.
Early Spring	5. Leader completes a self-assessment of the goals and standards progressions identified in the IAPDP* and includes reflections and supporting artifacts and presents to the supervisor. The supervisor also completes progressions feedback for the building leader primarily focused on the standards and goals identified in the IAPDP. The leader and supervisor meet to share, clarify, discuss, and compile the leader's self-assessment data and the supervisor's progressions feedback. 6. The supervisor generates the official performance review document which is shared, clarified and discussed with the leader. 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. Please note, Plans of Awareness and Plans of Assistance are not required under Iowa Code or Rules as a component of administrator evaluation. <i>*New leaders will address all 10 standards.</i>
May 15	7. A copy of the final written performance review form is placed in the leader's personnel folder.
June	8. Return to the beginning of the cycle.

Building Leader Performance Standards and Progressions Introduction

For each of Iowa's 10 standards, progressions have been designed to support enactment of that standard. Because each school and district context is unique, what may be prioritized and relevant in one school may not have as significant weight in another. Consequently, the progressions serve as a guide and create a vision for what effective leadership could look like relative to each standard. The indicators in each column are **NOT** intended to be checklists; each column should be considered as a whole and in light of the Definitions of Effectiveness. The indicators coupled with the Definitions can inform the goal-setting process as the leader travels a journey of growth and development.

Performance tasks, dispositions, and behaviors are scaffolded across four levels of performance. The Ineffective column stands alone and a general performance in this area indicates a significant need for intervention and assistance. The three columns to the right represent the continuum of growth of a school leader, and performance in any of these columns meets the Standard. The Effective column builds upon the knowledge, skills, and dispositions identified in the Developing column, and the Highly Effective column builds upon the foundation set in the previous two columns. In any number of situations, performance might be evidenced in all three columns. When determining the level of effectiveness, the question to be answered is *Where does this leader "live" on a daily basis?* The indicators in the other columns can be a starting point for goal-setting conversations.

Definitions of Effectiveness

These definitions are intended to be integrated into the reading and understanding of each column. The progressions should not be considered absent these definitions.

Ineffective: Ineffective school leaders may be aware of effective practices but do not consistently demonstrate evidence of implementation. Leadership is inconsistent, ineffective, and in need of significant intervention and assistance.

Developing: Developing school leaders know and model effective practices. They strive to implement consistently and are in the process of building their own capacity to do so. Their leadership shows growth and promise.

Effective: Effective school leaders consistently implement effective practices. They build capacity, distribute and share leadership, collaborate, and create collective efficacy such that school improvement goals are achieved. Their leadership encompasses the depth and fullness of the Iowa standards.

Highly Effective: Highly effective school leaders promote and advance effective practices both within and beyond their own school. They serve as a resource to colleagues and local and state organizations because of their impactful leadership and sustained results.

*A huge thank-you to our colleagues from Maryland whose work in creating rubrics for principals provided the foundation for our efforts to build these progressions in Iowa.

Using the Progressions

The progressions can be used for a variety of purposes including self-reflection, goal-setting, coaching, evaluation, designing professional learning, administrator preparation and development, and as part of the hiring process.

In terms of a model professional growth approach, we offer the following:

Self Reflection:

As owners of their own growth and development, leaders begin by reviewing each progression and reflecting on their practice. Keeping in mind the definitions of effectiveness, they note where they see themselves along the continuum of performance. It is worth reiterating that the indicators in each column do not constitute a checklist; they offer a picture of what performance in each category of effectiveness looks like. In determining the level of effectiveness, the leader might ask, "Where do I live on a daily basis?" The leader should be prepared with specific examples and evidence to support the marking of effectiveness.

Goal Setting (Individual Administrator Professional Development Plan)--see SMARTIE goal template:

1. Leaders use the insight they gain from their self-reflection to propose goals for their IAPDP (see late spring/early summer on [timeline](#)) and align those goals to standard/s. It's possible that one goal can align to more than one standard. (see late spring/early summer on [timeline](#)).
2. The leader meets with the supervisor, who may also have completed an assessment of where the supervisor sees the leader's performance relative to each progression. Together they discuss their reflections of the leader's performance and review the evidence and examples that are shared. They finalize the goals and align them to the standard/s that will be the focus of the leader's work in the upcoming school year. The goals are captured in the leader's IAPDP.
3. Next, they collaborate to identify resources and supports that will contribute to the leader's attainment of the goals.
4. Finally, they set meeting dates over the course of the school year to revisit the plan and discuss the leader's work toward the goals and any needs the leader may have to help advance the leader's work in achieving the goals.

Coaching:

The supervisor supports the leader in executing the plans set forth in the IAPDP by providing another perspective or lens on the leadership work thereby helping the leader expand their understandings, responses, timing, and approaches to problems of practice and implementation of the standards. Supervisors, through effective questioning and feedback, prompt the leader to reflect and reframe-- look at old problems in a new light, as well as confront new challenges with different tools and reactions in order to attain the desired results. The rich, collaborative dialogue strengthens the relationship and advances the work.

Evaluation:

In accordance with the dates and details of the [timeline](#), the leader and supervisor meet to discuss the status of the leader's progress and begin the process again.

Standard 1: Mission, Vision, and Core Values

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Use data to inform implementation of the mission, vision, and values of the building. Focus on a student-centered mission and vision. Involve stakeholders to promote implementation of vision, mission, and/or core values that support student learning. Reflect on and assess practices and strategies designed to achieve the school's vision.	Communicates the school vision, mission, and core values to stakeholders (e.g. students, parents, teachers, community members). Identifies and communicates a set of core values that recognize the importance of student-centered education. Translates the school's core values into specific expectations for all members of the learning organization. Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values. Initiates continuous improvement efforts. Makes decisions aligned to and in support of the vision.	In collaboration with stakeholders representing the school demographics, uses data and input to develop and implement and/or sustain a student-centered mission and vision for high student achievement, college and career readiness, effective adult living, and well-being of each student. Articulates and advocates a core set of values that defines the school's culture, vision, and mission while supporting the imperative for student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement. Develops and implements actions to achieve the vision. Reviews and evaluates stakeholder feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed.	Influences adults and students in the school and community in taking ownership of the vision. Serves as a resource to other professionals in the school system, state, and/or professional organizations for best practices in enacting a shared vision, mission, and values.

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. A vertical margin line is present on the left side, creating a narrow left margin. The paper appears to be a standard notebook or ledger page.

Standard 2: Ethics and Professional Norms

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Consider the well-being of students when making decisions or taking action. Model high standards of honesty, integrity and confidentiality in interactions with students, staff, and stakeholders. Apply laws and policies. Recognize and confront unethical and unprofessional behavior. Demonstrate and expect desired professional behaviors. Communicate using basic oral and written communication skills and demonstrate an understanding of context.	Makes the well-being of students the fundamental value in all decision making and actions. Keeps a student-centered focus and works to ensure each student experiences academic success and well-being. Models and displays high standards that include honesty, integrity, trust, equity, transparency, and confidentiality in line with the Board of Educational Examiners Code of Professional Conduct and Ethics. Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. Addresses and confronts unethical and unprofessional behavior. Communicates using basic oral and written communication skills and demonstrates an understanding of context.	Understands the intent of local, state, and federal laws, regulations, and policies to ensure that the rights of employees and students are fully protected. Promotes ethical and professional behavior among faculty and staff consistent with local professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff with an understanding of all students' and staff members' backgrounds and cultures in interactions with students, staff and stakeholders. Leads with interpersonal and communication skill, social and emotional insight, and understanding of all students' and staff members' backgrounds and cultures. Plans for and thoughtfully navigates disagreement.	Informs the development or revision of school system and/or state policies focused on ethics or professional norms. Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators. Constructively challenges attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Holds high expectations for civility in the workplace, and builds capacity of staff to engage in and hold each other accountable to a highly ethical and professional workplace where civility is the norm.

[illegible]

Standard 3: Equity and Cultural Responsiveness

Educational leaders strive for equity of educational opportunity and [culturally responsive](#) practices to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Recognize and address inequitable practices and policies. Acknowledge own biases, if any, and engage in critical self-reflection. Apply policies and practices. Focus on diversity and culture as strengths and assets that can be meaningful contributions to teaching and learning. Recognize different forms of diversity. Allocate resources to ensure an equitable student learning environment. Communicate a belief that each and every student can achieve at high levels.	Recognizes and respects student's strengths, diversity, and culture as assets. Recognizes own biases, if any, and potential blind spots. Implements policies, practices, and initiatives through an equity lens. Addresses student misconduct in a positive, fair, and unbiased manner. Uses data to set goals focused on equitable practices. Allocates resources to promote and support equity of educational opportunity. Models and communicates a belief that each and every student can achieve at high levels and seeks and shares examples of successes among staff in order to challenge low expectations and fixed mindsets.	Builds cultural proficiency as a leader; addresses matters of equity and cultural responsiveness in all aspects of leadership. Leads a collaborative, comprehensive improvement process to address disproportionality and inequity. Engages staff in discussing student's strengths, diversity, and culture as assets for teaching and learning; supports staff in building relationships with and among all students. Intentionally, comprehensively, and systemically aligns and allocates resources to advocate for equitable student learning experiences and environments. Holds self, staff, and students accountable for engaging in equitable and culturally responsive practices and conversations that address student marginalization, deficit-based schooling, and low expectations.	Serves as a resource to other professionals in the school system, state, and/or professional organizations with regard to best practices associated with equity and cultural responsiveness. Models critical self-reflection, actively encourages and supports self-reflection in others, and builds collective capacity of the educational community to lead and engage in learning in order to eliminate inequities. Involves stakeholders in the development or revision of school practices that promote equity and cultural responsiveness. Initiates courageous conversations about diversity and culture and the impact on student learning. Builds capacity of staff to engage in courageous conversations.

Evidence/Reflection:

Standard 4: Curriculum, Instruction, and Assessment

Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Address student learning outcomes, or expectations for learning and/or assessment and instructional practices. Attend to role and responsibility in supporting alignment of curriculum, instruction, and assessment. Approach intervention systemically. Communicate clear expectations for lesson design. Analyze and use data to support teachers in adjusting instruction. Offer support with instructional strategy implementation and demonstrate a rich repertoire of instructional strategies. Communicate clear expectations for the use of technology.	Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. Establishes time and creates opportunity for staff to align curriculum, instruction, and assessment within and across building grade levels/departments. Works with the leadership team to create and implement an integrated tiered system of supports that meets the diverse needs of student learners. Expects teachers to design lessons and assessment measures with an awareness of each student's developmental level, individual needs, culture, and ethnicity. Supports staff in identifying and implementing impactful instructional strategies. Works individually with teachers to discuss data and determine changes in instruction. Establishes expectations and models the efficient and effective use of technology to support teaching and learning.	Leads staff to implement effective practices to improve instruction. Structures time and support for teachers to ensure implementation of curriculum/lesson design, instruction, and assessment within and across grade levels and/or disciplines, to improve instructional practice that is consistent with human development, effective pedagogy, and each student's needs. Leads staff in using formative and summative assessment data to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Supports and monitors the efficient and effective use of technology and creates opportunities for teachers to learn how to leverage technology in service of teaching and learning.	Builds the systemic and individual capacity of staff to develop and implement rigorous, culturally responsive learning expectations and curriculum, high-impact instructional strategies, and multiple and varied assessments that align to the mission and vision of the school. Promotes and protects a culture of psychological safety in which staff are willing to take risks and share lessons, instruction, and assessments. Creates systems for consistent collection, monitoring, and analysis of data. Collaborates with colleagues beyond the school and/or district to enhance student and staff learning experiences.

Evidence/Reflection:

Standard 5: Community of Care and Support for Students

Educational leaders cultivate an [inclusive](#), caring, and supportive school community that promotes the academic success and well-being of each student.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Build a supportive and positive learning environment that meets students' range of needs. Review effectiveness of supports for students. Build and promote professional relationships between and among staff members and with students. Address environmental and cultural issues related to the inclusion and acceptance of each and every student. Cultivate and reinforce student engagement in school and positive student conduct.	Identifies and applies a variety of supports to address the individual needs and range of learning of each student. Uses data to monitor effectiveness of supports for students. Builds positive and effective professional relationships in and among staff members, between staff and students, and among students themselves. Establishes clear expectations for positive student conduct. Recognizes positive contributions of both students and staff.	Establishes a continuum of supports, informed by multiple data sources, to address the individual needs and range of learning of each individual student. Intentionally seeks input and collaborates with diverse internal and external partners to support the academic success, and social, emotional, and physical well-being of each student. Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior. Consistently addresses student conduct in a positive and unbiased manner. Ensures the school's learning environment reflects the diversity of the school community.	Serves as a resource for cultivating an inclusive, caring, and supportive school community to other professionals in the school system, state, and/or professional organizations. Cultivates student agency relative to accessing supports. Engages stakeholders in fostering adult-student, student-peer, and school-community relationships that support academic and social and emotional needs. Empowers all members of the learning community to take responsibility for a positive learning culture by holding each other accountable.

[illegible]

Standard 6: Professional Capacity of School Personnel

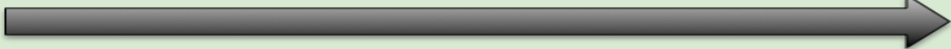
Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Use district processes related to hiring and evaluation. Provide feedback based on data. Provide induction to new staff with mentoring and follow up. Communicate with and support teacher leaders. Provide additional leadership opportunities. Provide regular, organized professional learning opportunities for teachers. Support teachers in engaging in cycles of continuous improvement or lead the building in a cycle of improvement. Implement an individual administrator professional development plan. Promote the personal and professional health and well-being of staff.	Utilizes district processes to identify, select, and hire high-quality candidates. Evaluates teachers and staff according to board policy. Ensures new staff members are assigned a mentor and provides induction. Provides meaningful leadership opportunities to teachers and communicates responsibilities and expectations for teacher leaders. Plans, facilitates, and monitors professional learning for staff; provides coaching and feedback. Implements a professional development model (Iowa Professional Development Model). Promotes the personal and professional health, well-being, and work-life balance of faculty, staff, and self. Reflects on own leadership practice to determine effectiveness and to design and Implement an IAPDP.	Delivers descriptive, actionable and timely feedback based on evidence; monitors staff to ensure feedback is incorporated into practice. Manages staff turnover and succession, providing opportunities for effective induction and mentoring. Empowers teacher leaders to perform the responsibilities of their roles and supports and mentors teacher leaders to success. Creates opportunities for job-embedded professional learning through experiences that are differentiated, data-informed and result in improved professional practice and student learning. Engages a leadership team in implementing a cycle of continuous improvement. Identifies strategies and approaches to address and maintain personal/professional health and well-being.	Serves as a resource for effective teacher leadership and/or developing the capacity of school personnel to other professionals in the school system, state, and/or professional organizations. Creates a culture of learning where staff actively seek opportunities for and request feedback to improve practice. Initiates collaboration with other administrators, as applicable, to establish interrater reliability as related to observation and evaluation. Models and advocates for a healthy work-life balance for all school leaders.

Evidence/Reflection:

Standard 7: Professional Community for Teachers and Staff

Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Provide structure, time, and resources for professional learning and align professional learning to student and adult needs as indicated by the data. Hold teachers accountable for working together and engage staff in conversations about serving and supporting each and every student. Plan and prepare for quality professional learning during district and/or building scheduled times. Demonstrate trustworthiness.	Collaborates with a leadership team to design and develop professional learning. Uses data to support teachers in working collaboratively on behalf of all students. Supports and expects teachers to work together for the purpose of meeting students' academic, social, emotional, and physical needs. Honors district and building scheduled times for professional learning. Demonstrates trustworthiness and transparency leading to quality relationships.	Creates collective commitments in collaboration with staff and builds a sense of ownership among staff for the care and development of each and every student. Builds capacity of staff by distributing leadership opportunities to advance student learning and social and emotional well-being. Creates opportunities and structures for staff to reflect, learn from each other, and design professional learning experiences aligned to shared vision and goals to improve instructional practices and student learning. Builds capacity of staff to use data to evaluate the effect of their practice on students' progress and achievement. Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice.	Empowers staff and/or colleagues to design and implement differentiated and job-embedded professional learning opportunities in alignment with school goals. In partnership with staff, actively participates and contributes to professional and/or community organizations to support the care and development of each and every student. Serves as a resource to other professionals in fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being.

[illegible]

Standard 8: Meaningful Engagement of Families and Community

Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Communicate with families and community members. Partner with families and community members to address school needs. Participate in community events. Demonstrate understanding of the community context. Communicate for the importance of education and student needs. Connect families and the community to the school as a resource.	Communicates with families and community members about student learning, the importance of education, and the school. Partners with families and the community to support school goals. Fosters a welcoming environment for families and community members. Participates in community events to cultivate relationships and grow understanding of the community context. Communicates to staff the need for engaging families. Offers resources available through school on an as-needed basis.	Establishes, maintains, and nurtures relationships, a network of alliances, and community resources to promote student achievement and family and community well-being. Employs a variety of strategies for open communication with all families and community members to the benefit of the school, community, and individual students. Leverages understanding of the cultural, social, intellectual, and political context of the school and community to engage families more intentionally. Holds self and staff responsible for actively engaging with families and community members to support student learning and social and emotional well-being; promotes family engagement as an instructional strategy. Establishes the school as a recognized resource for families and the community.	Serves as a resource to other professionals in the school system, state, and/or professional organizations on how to engage families and community members. Builds capacity of and expects staff to access and utilize diverse and varied community resources to support student learning, social and emotional well-being, and school improvement. Leads and empowers staff in championing the school and the value and importance of education beyond the school and community through a variety of mediums.

[illegible]

Standard 9: Operations and Management

Educational leaders manage school operations and resources to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard 		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Manage monetary and non-monetary resources. Manage and monitor operations and administrative systems. Protect both student and staff learning time. Navigate conflict using approaches that are fair and equitable. Demonstrate ethical and responsible budgeting and accounting practices that adhere to district and state guidelines. Utilize technology in accordance with building and district expectations. Communicate legal and policy information. Collaborate with or engage colleagues beyond the building level.	Demonstrates ethical and responsible budgeting and accounting practices that adhere to district, state, and federal guidelines. Manages and monitors operations and administrative systems. Uses technology to improve operational efficiency. Communicates key legal and policy information to staff and ensures their understanding and compliance. Cultivates and manages productive relationships with central office staff and colleagues within the school system to support student learning.	Leverages and maximizes school and district resources to support strategic plan/s and building goals in equitable ways. Uses data to evaluate operations and administrative systems in pursuit of increased efficacy and efficiencies. Utilizes student data to inform decisions related to resources and staffing in order to optimize professional capacity. Protects, provides, and prioritizes both student and staff learning time. Identifies and resolves conflicts using a consistent approach that is fair and equitable. Builds staff and stakeholder understanding of school, local, state, and federal policies and ensures compliance to promote student success.	Actively pursues and advocates for the acquisition and allocation of resources that support and advance strategic plans and building goals that are reflective of the unique needs of their school. Solicits input and contribution from staff and students to improve the efficacy of operations, school improvement, and administrative systems. Demonstrates situational awareness in identifying and resolving problems proactively and managing conflict fairly and equitably. Serves as the bridge between district and building staff, promoting a team approach to meeting the needs of each and every student.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Standard 10: School Improvement

Educational leaders act as agents of [continuous improvement](#) to promote each student's academic success and well-being.

Does Not Meet Standard	Meets Standard		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Develop and/or implement a school improvement plan. Monitor progress on the improvement plan. Align to other work within and across the district.	Uses a collaborative process to create and implement a school improvement plan. Assesses capacity of staff to implement the school improvement process: a) identify problems of practice through collection and analysis of data, b) set <u>student learning goals</u>, c) address their own learning needs in light of those goals, d) implement new practices/strategies, e) gather implementation data, and f) make determinations for next steps. Communicates school improvement goals to the school community. Ensures building improvement plan meets local, state, and federal requirements and aligns professional learning work to plan. Uses data and research to inform the school improvement planning process. Uses student learning data to monitor progress on the school improvement plan. Aligns school improvement plan to support work within and across the school and/or district.	Effectively manages the process of change within the school to improve student learning. Regards school improvement as routine and ongoing work and utilizes the school improvement plan to focus leading and teaching to achieve outcomes. Through a lens of equity builds capacity of staff to implement the school improvement process that results in gains. Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement. Maintains shared accountability for instructional decisions targeting achievement and growth goals. Provides staff descriptive feedback related to the goals identified in the plan. Ensures individual professional development plans, school improvement plans, and district plans align.	Proactively seeks feedback from multiple stakeholders. Systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion. Serves as a resource for school improvement leadership to other professionals in the school system, state, and/or professional organizations. Influences positive, impactful change at a system level which results in improved student academic success and well-being. Demonstrates significant and sustained gains in school improvement. Facilitates, engages in, encourages and models professional learning alongside staff to advance the building's work toward school improvement goals.

Evidence/Reflection:

Summary

In the leader's first year in the position, the leader is evaluated based on all 10 standards and the IAPDP. In subsequent years, the leader and supervisor revisit their mutual understanding of the leader's competence relative to all 10 standards. They then move to an in-depth and focused conversation about the leader's performance based on the goals and aligned standards identified on the leader's IAPDP goals.

20__ - 20__	Meets Standard			Does not meet Standard	Focus Standards	
Standard	Developing	Effective	Highly Effective	Ineffective		
1. Mission, Vision, and Core Values						1. Mission, Vision, and Core Values
2. Ethics and Professional Norms						2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness						3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment						4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students						5. Community of Care and Support for Students
6. Professional Capacity of School Personnel						6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff						7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community						8. Meaningful Engagement of Families and Community
9. Operations and Management						9. Operations and Management
10. School Improvement						10. School Improvement

Significant Achievements:

Building Leader Comments:

Supervisor Comments:

Recommendation for Continuous Improvement (check one)

____Iowa Individual Administrator Professional Development Plan

____Remediation Target(s)

Building Leader's Signature: _____ Date: _____ Evaluation Period: 20____ to 20____

Supervisor: _____ 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

**Step
4**

*Administrators are encouraged to use "S.M.A.R.T.I.E. Goal" design to develop their goals.

**Step
5**

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

☐ Supervisor/Board:

☐ Peer:

☐ AEA/Regional:

☐ Other:

Building Leader Signature/Date _____ Supervisor Signature/Date _____

S.M.A.R.T. Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the one to three 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 – Relevant & Realistic

Identify a goal that is worthwhile and timely.

T – Time-bound

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

Leadership Goal Design Questions

S - What exact goal do you wish to accomplish?

M – How will you measure your goal? How will you know you’ve accomplished it?

A – What is the likelihood you will achieve the goal upon successful completion of the actions described? What skills and/or support will you need to reach your goal?

R – Is the goal worthwhile--will accomplishing it make an impact? Is the time right to achieve this goal?

T – When will you complete your 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.)

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. 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

Supervisor Comments:

Building Leader Comments:

Supervisor Signature

Date

Building Leader Signature

Date