

Superintendent 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 varied and multiple 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 State Board adopted new standards for Iowa's school leaders on November 18, 2020 with an effect date of July 1, 2021.

Though implementation of these standards is required under Iowa Rules and the evaluation process is articulated in Iowa Code, the use of this tool is optional. Districts are invited to adapt and edit this tool as best fits their context.

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 superintendent 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 the school board to focus their attention on the leader's role in improving achievement and well-being for each and every student. The recognized research of [Kyla Wahlstrom and her colleagues](#) has shown that "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." 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 superintendent. 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 school board can operate in an integrity-filled manner.

Key Elements undergirding successful evaluation:

Presumption of positive intent. An effective evaluation process is predicated on a spirit of providing feedback for growth as opposed to finding evidence of shortcomings. If a school board is considering evaluation for the purposes of termination, other processes should be employed.

A quality school board/superintendent relationship. A strong, effective relationship between the superintendent and school board members hinges upon clear definitions of the duties and responsibilities of each and mutual understanding and respect for each other. Also critical to successful superintendent/board collaboration is frequent, effective communication in both formal and informal settings. A starting point for conversations intended to monitor and strengthen relationships should involve school board member and superintendent self-evaluations ([Hanover Research, 2014](#)). A highly collaborative relationship best positions the district to meet the learning needs of each and every student.

Accountability and continuous improvement. A focus on performance begins with the superintendent. The school board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated, based on the community's aspirations and vision for its schools. Additionally, its fiduciary responsibility obligates the school board to ensure that its schools are well run and effectively managed so that each and every student has what they need to be successful and the district is continually improving.

Superintendent professional development. Superintendents, like most professionals in positions of leadership, are always looking for ways to improve their craft and receive constructive feedback on their performance. The school board, as employer, has an obligation to provide its district's chief executive officer with such opportunities for their own professional growth, as well as ensuring that the superintendent has the skills necessary to lead the district. A thorough evaluation process will help align professional development activities with mutually agreed upon superintendent performance goals.

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

New to the superintendency	Experience in the district as superintendent	New to the district, experienced superintendent
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.	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 superintendent and school board 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 school board and superintendent 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 school board 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 school board has questions regarding the superintendent's performance at a minimum level of competence, the superintendent and school board 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 school board and superintendent are unable to reach agreement regarding the superintendent's competence, there may be employment implications.	

Operating Principles

A comprehensive superintendent 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 superintendent leadership. Local school boards have the authority to identify additional expectations via policy action.
2. Be intended to acknowledge strengths and advance performance.
Rationale: An effective evaluation process is grounded in trust and transparency and builds upon the superintendent's strengths in a cycle of ongoing improvement.
3. 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 superintendent on high-leverage practices linked to increased student learning and development as opposed to a checklist of activities to be completed. The evaluation instrument should be used within a cycle of ongoing improvement as well as used as a summative tool (Henrikson, R., 2019)
4. Provide opportunities for personal and professional growth.
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous growth and development.
5. Be ongoing and aligned to district improvement goals.
Rationale: An evaluation is a process within a broader cycle of ongoing improvement, not a once-a-year conversation, and must be connected to Comprehensive School Improvement Plans.

Suggested Timeline for Superintendent Performance Review

Late Spring/Early Summer	1. Superintendent and school board clarify vision, mission and long-range plans for the district. School board and superintendent review the most recent superintendent evaluation and the evaluation process, superintendent job description, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. 2. Self-reflection: The superintendent conducts a self-assessment using the Progressions, documented by relevant evidence supporting each standard. Based on that assessment, the superintendent considers 2-3 goals as the focus for learning and leading work to propose to the school board and aligns those goals to the respective standard/s. A single goal may encompass more than one standard. For those superintendents with experience in that role in the district, goals should be reflective of the most recent evaluation feedback (See Step 7). These mutually agreed upon goals are articulated in the superintendent's IAPDP.
Start of School Year	3. School board and superintendent review evaluation process and forms. They revisit their mutual agreement that the superintendent is meeting all 10 ISSL. School board and superintendent review and collaborate around the proposed standards and goals articulated in the IAPDP for the focus of the superintendent's work. <i>*First-year Superintendent: Throughout the course of the first year, the new superintendent will collect evidence aligned to each of the 10 standards to document performance. School board and superintendent review and collaborate around the proposed goals and aligned standards articulated in the IAPDP for the focus of the new leader's learning.</i>
Weekly/Monthly	4. Superintendent provides regular updates to the school board regarding progress and next steps related to IAPDP goals.
November/December	5. As new school board members are elected, they and the superintendent review the evaluation process and forms. They also revisit the goals and aligned standards articulated in the IAPDP that are the focus of the superintendent's work.
Mid-Year Review (During-the-Year Review)	6. School board and superintendent dialogue about progress relative to the goals and standards. The school board provides feedback, and together they clarify next steps in moving toward goal attainment.
February/March	7. Superintendent completes a self-assessment of the goals and standards progressions identified in the IAPDP* and includes reflections and supporting artifacts and provides to the school board. Individual school board members complete progressions feedback primarily focused on the standards and goals identified in the IAPDP and bring the feedback to the school board's evaluation session or send copies to the school board president or board secretary to be compiled, according to district's procedures. School board members meet to discuss their feedback and develop the board's official written document(s) that will be shared, clarified, and discussed with the superintendent. Both the meeting and documentation must follow legal requirements. In some cases, changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record. <i>*First-year superintendent completes self-assessment including reflections and artifacts for all 10 standards.</i>
May 15	8. A copy of the final written evaluation form is placed in the superintendent's personnel folder. Iowa law requires that notification of a school board's intent to terminate the contract of a superintendent must be done by May 15.
June	9. Return to the beginning of the cycle.

Superintendent 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):

1. Superintendents 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.
2. The superintendent meets with the school board, who may also have completed an assessment of where the board 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 superintendent’s work toward the goals and any needs the leader may have to help advance the leader’s work in achieving the goals.

Coaching:

On the scheduled dates, the superintendent and school board meet to discuss progress. Through rich dialogue that includes clarifying questions, reflection, and feedback, both the school board and superintendent are clear about the superintendent’s next steps toward achieving desired results.

Evaluation:

In accordance with the dates and details of the [timeline](#), the superintendent and school board 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...
Make decisions that align with the established mission and vision of the district. Involve a variety of district stakeholders in reviewing and, if needed, revising the district's mission, vision, and core values.	Supports and ensures a shared understanding of and commitment to mission, vision, and core values within the district and the community. Reviews the district's mission and vision and adjusts in response to changing expectations and opportunities for the district, and changing needs and situations of students. Follows current processes to ensure that the district's vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.	Works in conjunction with the school board and other stakeholders to advance or, if necessary, develop the mission for the district that promotes the academic success and well-being of each student. Routinely engages the school board, administrators, staff, students, families, and community members in enacting a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. In collaboration with members of the district and the community, using relevant data takes action leading to the successful learning and development of each child by improving instructional and organizational practices that align with the vision. Continuously reviews and adjusts current processes to ensure that the district's vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.	Articulates, advocates, and cultivates core values that define the district's culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. Strategically develops, implements, and evaluates actions to achieve the vision for the district. Creates processes to ensure that the district's vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.

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...
Act ethically and professionally. Act with integrity, fairness, and transparency; promoting trust, collaboration, and continuous improvement. Consider each student's academic success when making educational decisions. Demonstrate professional interpersonal and communication skills.	Acts ethically and professionally in personal conduct, relationships with others, decision-making, and stewardship of the district's resources, and all aspects of school leadership. Acts according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. Places each student's academic success and well-being at the center of educational decision-making. Assures the values of democracy, individual freedom and responsibility, equity, social justice, and diversity are maintained within the district's environment. Demonstrates professional interpersonal and communication skills.	Models and holds others to expectations of professional norms, including integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. Collaborates with other staff to promote each student's academic success and well-being. Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. Leads with professional interpersonal and communication skills, social-emotional insight, and understanding each student's and staff member's background and culture. Communicates guidelines and expectations for ethical and professional school board behavior.	Guides members of the district and the school board in operating with the highest degree of integrity, fairness, transparency, and trust. Serves as a resource for and model of highly ethical and professional practices.

Evidence/Reflection:

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...
Demonstrate equitable and culturally responsive practices. Provide student access to learning experiences that promote equity and cultural responsiveness. Demonstrate an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate as it pertains to equity. Demonstrate an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices.	Communicates equity and cultural responsiveness as a priority. Examines district practices and policies. Ensures district policies and handbooks reflect equitable practices and processes. Demonstrates understanding of data related to equity such as school climate, educator effectiveness, course enrollment, and student achievement. Uses data to identify opportunity and achievement gaps among student groups. Expects school leaders work with staff to provide students with accommodations and services in accordance with local, state, and federal laws, regulations, or policies. Follows equitable and culturally responsive practices and expects that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	Guides the school board in making decisions that align with the district's core values as they pertain to equity of opportunity and culturally responsive practices. Engages in regular policy review with the school board in the development or revision of district policies that promote equitable and culturally responsive practices. Aligns and allocates resources to foster equitable student learning environments (this includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences). Challenges low expectations and confronts behavior that perpetuates inequities. Ensures the use of a collaborative goal setting process; including analyzing data, setting goals, developing action steps and monitoring progress for the purpose of addressing equity based issues (e.g. opportunity and achievement gaps, culture, climate, and disproportionality.)	Serves as a model for other educational leaders or state/professional organizations on matters related to equity and/or cultural responsiveness. Serves as a coach or mentor for other educational leaders to support the implementation of equitable leadership practices. Initiates and navigates courageous conversations about diversity and culture and the impact on student learning. Builds capacity of staff to engage in courageous conversations.

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...
Discuss student learning expectations, assessments, instructional practices and available resources with school and district leaders. Utilize accountability practices and district data to make curriculum, instruction, and assessment decisions. Allocate resources based on a careful examination of student needs. Communicate curriculum, instruction, and assessment decisions to the school board and keep them informed of student academic success and well-being.	Communicates rigorous student learning expectations, assessment information, and instructional practices to the school board, parents, students, teachers, and other stakeholder groups. Collaborates with school and district leaders to coordinate resources throughout the system. Identifies the resources that exist within the district and community and allocates in a manner to ensure that all students have access to the tools necessary to promote their academic growth. Ensures consistent monitoring of curriculum, instruction and assessment using established accountability practices and district data.	Orients each school board member on basic knowledge about curriculum, instruction and assessment and how the current policies support this work. Regularly engages the school board in discussions about curriculum, instruction, and assessment to ensure that policy is aligned with current practices. Routinely dialogues with the School Improvement Advisory Committee, families and other stakeholders to inform decisions regarding curriculum, instruction, and assessment. Reviews system resources in collaboration with school and district leaders to ensure equitable allocation based upon student needs. Builds the capacity of the leadership team to support staff in developing and adopting rigorous, culturally responsive learning expectations and curriculum, instruction, and assessments. Coordinates and supports an integrated,	Identifies and pursues innovative and promising practice/s that advance teaching and learning in the district. Aligns all aspects of the system (e.g. finances, human resources, professional growth model, instructional resources, social and emotional resources, community resources, time allotments, etc.) to ensure continuous improvement that builds upon successes and challenges in curriculum, assessment and instruction with a relentless focus on results. Creates and ensures conditions for intellectually challenging and authentic student learning experiences that are differentiated and personalized. Serves as a model for other educational leaders or state/professional organizations on matters related to curriculum, instruction and assessment.

		tiered system of supports that meets the diverse needs of student learners. Creates systems for consistent monitoring and frequent collection of data to ensure accountability and data-informed decisions for the district. Promotes and expects the effective use of technology and other resources in the service of teaching and learning to ensure each and every child has opportunities and access to academic growth.	
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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...
Apply policies and procedures that build a safe, caring, and healthy district environment. Use data to monitor and evaluate the effectiveness of academic and socioemotional supports for students. Pursue school-community relationships that provide opportunities for increased student learning experiences. Seek to learn about the various cultures and languages of the district's community.	Ensures policies and procedures are in place to build and maintain a safe, caring, and healthy district environment that meets the academic, social, emotional, and physical needs of each student. Creates and sustains a district environment that supports the use of multiple sources of data to monitor and evaluate the effectiveness of academic and socioemotional supports for students. Models adult-adult, adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. Knowledgeable of available community resources to support student academic success and well-being. Understands the district's learning environment and the cultures and languages of the community.	Ensures accountability systems are implemented to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. Empowers and expects staff to make adjustments to academic and emotional supports based upon evaluation of multiple sources of data. Utilizes available resources, including community resources, to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. Promotes the development of adult-adult, adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. Infuses the district's learning environment with the cultures and languages of the community.	Works in conjunction with the board of education to advocate publicly for an inclusive, caring, and supportive learning community that embraces the learning potential for each student. Pursues additional resources to increase support for coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. Partners with community organizations to increase support for positive student engagement and social and emotional development.

Evidence/Reflection:

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...
Demonstrate hiring practices that are effective in maximizing human resources. Conduct evaluation of educational leaders. Provide feedback to educational leaders that inform improvement of their professional practice. Participate in professional learning opportunities to enhance personal professional practice.	Supports the hiring processes at all levels of the school system in accordance with district practices and policies. Encourages and ensures data-informed professional learning experiences related to district/building student learning goals for school leaders and teachers. Conducts evaluation of administrators in accordance with state and district policies. Identifies and participates in personal professional learning opportunities to enhance professional practice.	Develops and operationalizes hiring practices and human capital structures that enable the district to recruit, hire, support, develop, and retain effective and caring school personnel. Creates conditions, provides resources, ensures access to job-embedded professional learning, and gives opportunities to connect with outside organizations and/or individuals. Fosters continuous improvement of individual and collective instructional capacity to achieve academic and social-emotional outcomes envisioned for each student. Leads the implementation of an evaluation and feedback system that supports reflective practice and continuous growth of each educational leader's knowledge, skills, and practice. Leads the professional growth of school board members. Develops the capacity, opportunities, and	Engages in professional learning experiences beyond the local district that expand the capacity of others. Develops innovative recruitment and retention practices to attract and retain highly qualified personnel. Promotes professional growth of others through mentoring and coaching.

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...
Include staff input to inform district decisions. Obtain and review staff perception data. Understand the purpose and function of teacher leadership within the district. Collaborate with district leaders and staff in a way that reflects trust, transparency, and positive intention which improves professional practice. Act in accordance with ethical, equitable, and culturally responsive policies and practices.	Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning. Encourages staff-initiated improvement of programs and practices. Obtains data on staff perceptions of school practices and procedures. Supports a system of teacher leadership within the district. Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. Establishes and models behavioral norms that reinforce a supportive team culture, and consistently evaluates the collective effectiveness of the administrative team.	Develops and supports open, productive, caring, and trusting professional relationships among leaders and staff to promote professional capacity and the improvement of practice. Empowers, entrusts, and expects all staff to act with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. Sets high expectations for ethical and equitable professional practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. Analyzes data on staff perceptions of school practices and procedures to identify areas of concern, sustainability, and growth. Delegates leadership responsibilities for the purpose of advancing student learning and social-emotional well-being.	Establishes mutual accountability and responsibility among teachers and staff to promote professional capacity and the improvement of practice. Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with district goals. Distributes leadership opportunities to staff for the purpose of advancing student learning and social-emotional well-being. Empowers administrators and staff to engage regularly in deliberations about important district matters.

[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 and engage with families and members of the community. Utilize knowledge of the community's cultural and social resources to support student learning. Advocate for the district and its children. Partner with community groups.	Is approachable, accessible, and welcoming to families and all members of the community. Establishes and maintains positive, collaborative, and productive relationships with families and members of the community. Communicates effectively on an as needed basis with families and members of the community. Engages with the community to understand its strengths, needs and resources. Is knowledgeable of the community's cultural and social resources and employs them as needed. Publicly promotes the needs of the district and the importance of education. Pursues partnerships with community groups on behalf of students.	Engages in relevant, frequent and open bi-directional communication with families and the community. Creates partnerships between the district, community and families to support academic and social emotional learning. Understands, values, and leverages the community's cultural, social, intellectual, and political resources to support student learning and school improvement. Provides the district as a resource for families and the community. Advocates publicly for the needs and priorities of students, families, and the community. Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	Serves as a resource to others throughout the state regarding effective, impactful family and community engagement strategies and programs. Realizes district improvement goals related to productive and sustained partnerships. Enlists the support of families and the community in advocacy efforts that lead to policy changes and/or improved outcomes for students. Envisions and initiates highly effective systemic processes for meaningful feedback from families and community members. Educates, encourages, and provides opportunities for members of the school board to engage in meaningful dialogue with a wide variety of school community members.

Evidence/Reflection:

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...
Monitor and manage operations and administrative systems. Manage staff resources. Ensure monetary and nonmonetary resources are allocated and utilized in a responsible and equitable manner. Employ technology to optimize efficiency. Demonstrate fair and equitable management of conflict. Utilize data and communication systems to deliver information to district stakeholders..	Manages operations and administrative systems that promote the mission and vision of the district. Strategically allocates staff resources and supports building leadership and district directors to meet students' needs, program goals, and services. Allocates monetary and nonmonetary resources to support students' needs, program goals, and services. Manages budgeting and accounting practices to ensure responsible, ethical, and accountable stewardship of the district's monetary and nonmonetary resources. Complies with local, state, and federal laws. Consistently demonstrates fair and equitable management of conflict.	Monitors, assesses, and adjusts operations and administrative systems that promote the mission and vision of the district. Explores innovative ways to improve strategic allocation of resources to impact programs and services to meet students' needs and ensure their safety. Seeks and acquires additional resources to support students' needs, program goals and services. Builds capacity of school board to ground resource allocations and decisions in the best interests of each student's academic success, safety, and well-being. Employs technology to improve the quality, effectiveness, and efficiency of operations and management. Develops and maintains data and communication systems to deliver pertinent information throughout the district. Facilitates the understanding of local,	Serves as a resource to others throughout the state in the allocation of resources and effective management procedures. Empowers and encourages staff to seek increased efficiencies within and across the system.

		state, and federal laws and rights, policies, and regulations among the district community. Supports processes among building and district leadership for enrollment management and curricular and instructional articulation. Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. Creates governance processes and influences internal and external politics with the goal of achieving the district's mission and vision.	
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Evidence/Reflection:

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...
Use research to inform goal-setting process. Include stakeholder groups in the development of goals and priorities. Implement district goals and priorities. Review data to monitor goal progress. Communicate with stakeholders on school improvement progress.	Understands the context of current practices within the school and community to inform decision-making. Uses data to identify district priorities and goals to inform organizational improvement and decision-making. Stays current on research to inform improvement strategies. Communicates district priorities and goals to stakeholders. Establishes coherence across priorities in support of district goals and priorities. Reviews data to monitor district goals and priorities progress.	In conjunction with the school board establishes priorities and takes action to make the school organization more effective for each student, staff members, families, and the community. Engages stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation. Develops systems of data collection, management, analysis to support planning, implementation, monitoring, feedback, and evaluation. Develops the capacity of the system to assess the applicability of emerging educational trends, changing district needs, and the findings of research for continuous improvement. Promotes coherence among systemic improvement efforts and all aspects of school organization, programs, and services. Manages uncertainty, risk, competing initiatives, and the politics of change with	Achieves meaningful and sustained gains in school improvement. Utilizes risk, competing initiatives, and conflict to improve the academic success and well-being of students. Serves as a resource to others throughout the state in school improvement efforts.

Summary

In the superintendent's first year in the position, the superintendent is evaluated based on all 10 standards and the IAPDP. In subsequent years, the superintendent and school board revisit their mutual understanding of the superintendent'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:

Superintendent Comments:

Supervisor Comments:

		Evaluation Period: 20__ to 20__
Superintendent Signature:	_____	Date: _____
Supervisor/Evaluator Signature:	_____	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)	Aligned 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. Goal" design to develop their goals.

**Step
5**

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

☐ Supervisor/School Board:

☐ Peer:

☐ AEA/Regional:

☐ Other:

Superintendent 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.)

Resources:

[Effective Board and Superintendent Collaboration](#) - Hanover Research
[Evaluating the Superintendent: The Role of the School Board](#)