

Series 300 – Administration

Policy Title: **Superintendent - Evaluation Annual Review Instrument**

Policy Code No. 302.5E1

Iowa Superintendent Evaluation:

A Growth Model

Annual Progress Review

Years One and Two of the Three-Year Cycle

In 2007, the Iowa Legislature codified the school leadership standards and clarified the superintendent 3-year evaluation cycle. This model is intended for years 1 and 2 of that cycle.

The job description for the superintendent and the Iowa Standards for School Leaders are proof of the expansive task before any Iowa superintendent. There is not enough time on the part of the board or the superintendent to evaluate all aspects of the job performance each year. It is imperative that the board:

1. Have knowledge of the job description (Appendix B) and Iowa Standards for School Leaders (Appendix A.)
2. Establish board goals to model the importance of establishing what the board wants to accomplish and how it will evaluate its effectiveness and work toward the goals.
3. In conjunction with the superintendent, establish district goals for the entire system, and determine how the board will evaluate progress toward these goals by all district employees and students.
4. In conjunction with the superintendent, establish realistic goals for the superintendent which target specific needs and determine what evidence the board will expect as proof that these goals are being addressed and accomplished.

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Refer to the Superintendent Evaluation Resource Guide for clarification and help. It contains questions board members might ask about each standard.

Superintendent Goals

List at least two, but we suggest no more than three, significant individual superintendent goals. These goals should be directly linked to district goals which are clearly aimed at improving student learning and the climate for student learning.

These goals should include the measurable progress indicators to be accomplished by the superintendent during the next 12 months. These are specific outcomes that will best move the system forward in achieving the district's long-term goals.

These goals should be approved by the board in consultation with the superintendent. The measurable progress indicators, or evidence the board can expect to see over the next year of progress toward the goals, should be suggested by the superintendent in consultation with the board and approved by the board. The measurable progress indicator should be clear and understood by both the board and superintendent.

This document will be part of the superintendent's ongoing evaluation throughout the year as well as included as part of the overall, year-end evaluation.

7.1 Goal: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

7.2 Goal: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

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7.3 Goal: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

Measurable Progress Indicator: _____

End of Year Review of Goal Attainment

Year-end review will require the board to provide supporting evidence for its goal attainment rating. Ongoing discussion of goal attainment, throughout the year, will assist board in providing this data.

7.1 Supporting Evidence of Goal Attainment: _____

Goal Attainment Rating

Weak - Average - Exemplary

1 - 2 - 3 - 4 - 5

(Circle Appropriate Response)

7.2 Supporting Evidence of Goal Attainment: _____

Goal Attainment Rating

Weak - Average - Exemplary

1 - 2 - 3 - 4 - 5

(Circle Appropriate Response)

7.3 Supporting Evidence of Goal Attainment: _____

Goal Attainment Rating

Weak - Average - Exemplary

1 - 2 - 3 - 4 - 5

(Circle Appropriate Response)

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Place a check mark in either the Satisfactory or Unsatisfactory column for each goal

Job Responsibilities	Satisfactory	Unsatisfactory
Overall Standards		
Goal 1	_____	_____
Goal 2	_____	_____
Goal 3	_____	_____
Goal 4	_____	_____
Goal 5	_____	_____
Summative Rating	_____	_____

Significant Achievements: _____

Areas for Growth: _____

Superintendent Comments: _____

Board Comments:

Superintendent's Signature: _____ Date: _____

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Evaluation period: _____, 201__ to _____, 201__

Board President's Signature: _____ Date: _____

Iowa's School Leadership Standards and Criteria

Standard #1

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision) The administrator:

- a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- b. Uses research and/or best practices in improving the educational program.
- c. Articulates and promotes high expectations for teaching and learning.
- d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
- e. Provides leadership for major initiatives and change efforts.
- f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Standard #2

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning) The administrator:

- a. Provides leadership for assessing, developing and improving climate and culture.

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- b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e. Evaluates staff and provides ongoing coaching for improvement
- f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h. Promotes collaboration with all stakeholders.
- i. Is easily accessible and approachable to all stakeholders.
- j. Is highly visible and engaged in the school community.
- k. Articulates the desired school culture and shows evidence about how it is reinforced.

Standard #3

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management) The administrator:

- a. Complies with state and federal mandates and local board policies.
- b. Recruits, selects, inducts and retains staff to support quality

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instruction.

- c. Addresses current and potential issues in a timely manner.
- d. Manages fiscal and physical resources responsibly, efficiently and effectively.
- e. Protects instructional time by designing and managing operational procedures to maximize learning.
- f. Communicates effectively with both internal and external audiences about the operations of the school.

Standard #4

An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community) The administrator:

- a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- b. Promotes and supports a structure for family and community involvement in the education system.
- c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Standard #5

An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics) The administrator:

- a. Demonstrates ethical and professional behavior.
- b. Demonstrates values, beliefs and attitudes that inspire others

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- to higher levels of performance.
- c. Fosters and maintains caring professional relationships with staff.
- d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- e. Is respectful of divergent opinions.

Standard #6

An educational leader promotes the success of all students by understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context) The administrator:

- a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- b. Advocates for the welfare of all members of the learning community.
- c. Designs and implements appropriate strategies to reach desired goals..

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Review Date

Revision Date

Legal Ref.: Wedergren v. Board of Directors, 307 N.W.2d 12 (Iowa 1981).
Iowa Code §§ 279.8, .20, .23, .23A (2007).
281 I.A.C. Ch 83; 12.3(4).

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