Central Office Leadership Performance Review:
A Systems Approach

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

Central Office Performance Review: A Systems Approach

Introduction

The process of coaching a central office administrator is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the central office administrator's role in developing organizational capacity to assure that all students are successful.

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

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

Operating Principles

A comprehensive performance review process for central office staff members must:

1. **Align with the Iowa Standards for School Leaders and Criteria**
   Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for central office staff members.

2. **Acknowledge strengths and improve performance.**
   Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.

3. **Connect academic, social, emotional and developmental growth for all students in the building/system.**
   Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.

4. **Recognize the importance of the roles of central office staff members in improving the culture of the learning community.**
   Rationale: Research is very clear that the quality of leadership in the district has a direct correlation to positive relationships and the achievement levels of all learners.

5. **Have research-based criteria about effective behaviors of central office personnel which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**

   Rationale: Examples may include self-assessment, a body of evidence compiled by the central office staff member, 360-degree feedback, the district improvement plan, artifacts that address previous goals, and meeting agendas.

6. **Provide opportunities for personal and professional growth as a facilitator/leader of learning.**

   Rationale: Evaluation processes must consider the needs of the whole professional and emphasize continuous improvement.

7. **Be ongoing and connected to district improvement goals.**

   Rationale: An evaluation is a process, not a once-a-year conversation, and must be connected to comprehensive school improvement plans.

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

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

<table>
<tr><td colspan="2" style="text-align:center">Timelines
Central Office Leadership Performance Review</td></tr>
<tr><td>Suggested Timeline</td><td>Action</td></tr>
<tr><td>Late Spring</td><td>1. Central office administrator and superintendent/designee clarify vision, mission and district goals.
2. Central office administrator and superintendent/designee will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.</td></tr>
<tr><td>Early Summer</td><td>3. Central office administrator in collaboration with superintendent/designee develops Professional Development Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals to identify goal targets. (Additional sample goals can be found on SAI's Web site under "Resources" at www.sai-iowa.org)</td></tr>
<tr><td>Prior to the Start of School</td><td>4. Review processes and forms with new central office administrator.</td></tr>
<tr><td>Quarterly or Early Winter</td><td>5. Central office administratorv and superintendent/designee discuss progress reports regarding Individual Professional Development Plan goals.</td></tr>
<tr><td>Early Spring</td><td>6. Central office administrator completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee.
7. The official performance review document(s) is/are shared, clarified and discussed with the central office administrator. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record
8. A copy of the final written performance review form is placed in the Central office administrator's personnel folder.</td></tr>
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Central Office Performance Standards and Criteria

Part I - Job Responsibilities

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 descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a central office administrator demonstrate competence on all descriptors. The artifacts listed are examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a central office administrator to provide all of the artifacts.

1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Descriptors	Examples of Evidence/Artifacts
■ Sets the expectation for positive internal and external relationships to achieve organizational focus. ■ Designs and implements a systems approach for effective use of data (e.g., achievement, perceptual, processes, demographics, financial) to inform the improvement process. ■ Supports the collaborative, inquiry-based approach for the design and implementation of plans informed by data, addressing root causes of strengths and challenges, and including performance goals.	▪ Copy of School Improvement Plan, Building Improvement Plan, development of group norms for district committees/meetings ▪ Theory of change/action (e.g., use of data, instructional strategies) ▪ Copies of communications ▪ Call/contact logs ▪ Meeting agendas and minutes (e.g., collaborative meetings with leadership teams) ▪ Monitoring and assessment plan ▪ Data analysis summaries (e.g., quantitative, qualitative, diagnostic, formative, summative, achievement, perceptual, processes, demographic, financial) ▪ Reports with supporting data (e.g., budget, post-graduate, action plan updates, attendance) ▪ Presentations to groups based on analyses of data, including quantitative and qualitative ▪ Written description of expectations, accountability measures, and supports that establish consistent data analysis and communication processes for all buildings/service providers ▪ District plans (e.g., transportation, facilities, nutritional services) with data support ▪ District/school improvement plans with data support ▪ Professional development plans, agendas and minutes, and evaluations with data support ▪ Summary of training of staff in use of data, including collection, summary, analysis, and communication ▪ Assessment plans and tools ▪ Board meeting minutes reflecting presentations that include use of data to inform actions ▪ Annual Progress Report (APR), community report card

- Evidence of research/best practices provided to or generated by teams and informed by data
- Implementation logs that reflect use of data to inform adjustments
- Showcase of best practices (e.g., adult data fair) with supporting data
- Meeting agendas and minutes reflecting the leadership in using data to inform diagnosis, implementation, and evaluation

1b. Uses research and/or best practices in improving the education program.

Descriptors	Examples of Evidence/Artifacts
■ Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together.	▪ Professional development plan(s) ▪ Theory of change/action (e.g., use of data, change, instructional strategies) ▪ Meeting agendas and minutes reflecting learning and professional development ▪ District/School Improvement Plan(s)
■ Utilizes theory, demonstration, practice, and feedback for professional development that substantiates the improvement initiative.	▪ District/School professional development plan(s) and/or document(s) ▪ Summary of survey data ▪ Summary of standardized processes ▪ Criteria to guide processes (e.g., rubrics, checklists) ▪ Database of research
■ Develops capacity in others to understand and increase knowledge of content and research-based best practices.	▪ Evidence of additional endorsements (English as a Second Language, reading) or degrees (e.g., master's, specialist, doctorate) ▪ Summary of evidence of additional courses completed to increase content expertise ▪ Summary of observational data for implementation ▪ Summary of performance evaluations based on the Iowa Teaching Standards (e.g., Standard 2 – Content, Standard 3 – Planning for Instruction, Standard 4 – Instruction, Standard 5 – Assessment, Standard 7 – Professional Development) ▪ Reflection logs

1c. Articulates and promotes high expectations for teaching and learning.

Descriptors	Examples of Evidence/Artifacts
■ Creates and promotes a vision for high expectations and builds collective responsibility for the vision.	▪ Vision statement ▪ Written plan(s) for innovative practices ▪ District/building reports noting evidence of progress toward vision ▪ Walk-through summaries
■ Operationalizes high expectations and assesses progress toward those expectations through performance assessments linked to clear standards that all must meet.	▪ Meeting agendas focused on student learning ▪ Individual professional development plans ▪ Parents'/families' learning opportunities ▪ Board policy ▪ Curriculum documents ▪ Allocation summaries (e.g., budgets, schedules, staff assignments) ▪ Performance assessment documents ▪ Student results reports ▪ Summary of performance assessments

1d. Aligns and implements the education programs, plans, action, and resources with the district's vision and goals

Descriptors	Examples of Evidence/Artifacts
■ Collaboratively develops and builds the capacity of others to develop performance foundations, including mission, vision, values, and beliefs in the district.	▪ Written products (e.g., vision, mission, values, beliefs, governing values) ▪ Minutes of planning and collaborative sessions ▪ Displays/documents in buildings and district (e.g., vision, mission, school improvement plans) ▪ Evaluation and analysis summaries of existing programs with a plan for organized abandonment of less effective programs
■ Eliminates initiatives that are not aligned with district goals or student learning needs and/ or are ineffective in meeting those goals or needs.	▪ Board policies and administrative procedures reflecting priorities for learning, instruction, and organizational effectiveness ▪ District/building/program plans reflecting comprehensive supports for learning, teaching, and organizational priorities
■ Effectively and efficiently organizes and sustains resources, and implements processes and systems to support teaching, learning, and organizational effectiveness consistent with the district's vision and goals, and student needs.	▪ Communication vehicles reflecting system-wide focus on learning, teaching, and organizational priorities ▪ Grants received/applied for reflecting district vision and goals ▪ AEA district service plan reflecting use of resources for efficiency and effectiveness ▪ Written processes for development, implementation, and evaluation of projects and initiatives (e.g., strategic planning, project/program design, project/program management, project/program evaluations) ▪ Written summaries for use of tools with processes (e.g., facilitation, modeling, observations, reflection) ▪ Allocation summaries or reports (e.g., schedules, budgets, assignment of staff)

1e. Provides leadership for major initiatives and change efforts.

Descriptors	Examples of Evidence/Artifacts
■ Fosters a culture where productive relationships among stakeholders charged with leading or supporting targeted change results in intended improvements/changes consistent with district's vision and goals. ▪ Supports distributive leadership. ▪ Provides coaching. ▪ Participates in co-learning while modeling willingness to change. ▪ Promotes communities of practice.	▪ Agendas/minutes of meetings with stakeholders (e.g., sharing of data, discussion of nature and basis of intended change, strategic planning, focused conversations with advisory groups) ▪ Coaching plan with questions based on ORID quadrants ▪ Coaching/co-learning logs ▪ Professional development plans ▪ Organizational chart ▪ Reflective journals ▪ Log of school/program visits ▪ Communications/media highlighting progress in change (e.g., e-mails, letters, newspaper/newsletter articles) ▪ Summary of current and relevant research on best practices review ▪ Summary of data used to determine need(s)
■ Creates, sustains, and supports a sense of urgency to address changing conditions. ▪ Engages staff in the use of data to understand learning, teaching, and organizational needs. ▪ Crafts an understandable message about how the proposed changes will lead to improvement. ▪ Articulates change efforts that lead to improvement in ways that result in achievement of the shared vision.	▪ District/school improvement plans ▪ Adequate Yearly Progress (AYP) ▪ Community speaking engagements/presentations ▪ Summary of analysis of data ▪ Theory of change/action ▪ Comprehensive plan for change initiative ▪ Formative/summative assessments of change effort ▪ Review summaries of current district processes (e.g., reflective conversations, looking at data, mentoring administrators) ▪ Written process(es) and tools for major district functions (e.g., district/building plan(s), project management, program design, program evaluation) ▪ Observation tools and summary of facilitation skills ▪ Modeling strategies of the standardized processes via observation (e.g., building-/district-led meetings, board meetings, public meetings) ▪ Observation summaries of others using the processes
■ Defines systemic implications of how change initiatives interact so coherence can be maintained and vision be attained. ▪ Keeps the focus on the instructional core. ▪ Uses knowledge of the school, district, community, regional, state, national, and international environments to inform planning and actions. ▪ Applies current and relevant research and best practices in the identified area(s) that are determined by the analysis of data.	▪ Action plans including resource allocations ▪ Formative/summative program evaluation data for the intended change (e.g., surveys, walk-though logs, feedback session summaries, implementation logs, student focus group summaries) ▪ Agendas/minutes/evaluation forms addressing progress toward change and adjustments based on data ▪ Modifications to original action plan ▪ Budget report ▪ Summaries of resource changes (e.g., schedules, budget, personnel assignments)

- Articulates a theory of action/change that involves understanding by all staff and recognizes the nature of first- and second-order changes.
- Develops a comprehensive plan for achieving improvement goals that includes guiding beliefs, intended outcomes, evaluation measures, action plan, persons responsible, and timelines that are consistent with the theory of action/change.
- Sets realistic high expectations.
- Ensures accountability for successful implementation of initiative/change through fidelity and consistency.
  - Assures supports and resources (e.g., time, personnel, expertise, dollars).
  - Utilizes formative assessment as a form of "positive pressure" and indicators of progress toward intended change.
  - Collaboratively makes decisions to adjust the plan for initiative/change based on analysis of assessment data.
  - Evaluates initiative/change paired with the tasks of efficiency and effectiveness.

1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Descriptors	Examples of Evidence/Artifacts
▪ Communicates data, both internally and externally, in a clear and concise manner to appropriate stakeholders. ▪ Sets expectations to develop and utilize accountability processes, including processes for monitoring, managing, and communicating indicators of achievement for district goals.	▪ Annual Progress Report (APR) ▪ Committee/building/department reports ▪ Charts, reports, graphs, and summaries of data ▪ Stakeholder feedback ▪ School climate survey summaries ▪ Newsletters ▪ Media coverage ▪ Communication plan ▪ Internal communications (e.g., e-mails, minutes, summaries) ▪ District/school improvement plans and progress updates reflecting processes for monitoring, management, and communication of indicators of achievement ▪ Minutes/summaries from meetings in buildings and district ▪ Periodic reports/presentations to board of education and public ▪ Timeline for collecting data and communicating updates ▪ Program/services plans (e.g., nutrition, facilities, transportation) ▪ Evaluation actions and activities within plan ▪ Adequate Yearly Progress (AYP) reporting

Evidence:

Reflection:

Summary Rating

○ Meets Standard

○ Doesn't Meet Standard

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 descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a central office administrator demonstrate competence on all descriptors. The artifacts listed are examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a central office administrator to provide all of the artifacts.

2a. Provides leadership for assessing, developing and improving climate and culture.	
Descriptors	**Examples of Evidence/Artifacts**
■ Supports leaders throughout the district in developing and sustaining a belief-based culture that genuinely cares about students and staff.	▪ Professional development plans for leaders ▪ Written communications ▪ Needs assessments and summaries ▪ Follow-up surveys ▪ Plans for improving climate/culture

2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.	
Descriptors	**Examples of Evidence/Artifacts**
■ Shares summaries of data that support staff efforts.	▪ Data summaries ▪ Meeting agendas and minutes addressing recognition ▪ Summary of service
■ Assures structures for recognition of students and staff for work well done and communication of those accomplishments to stakeholders.	▪ Summary of evidence of accomplishments of building/program goals ▪ Communications of recognition (e.g., e-mails, letters, awards, newspaper articles) ▪ Summary of structures for recognition (e.g., board presentation, building celebrations)

2c.	Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.

Descriptors	Examples of Evidence/Artifacts
■ Expects district's staff members to model and monitor use of data to inform decisions.	▪ Data analysis summaries, including gap analyses ▪ Professional development agenda and minutes demonstrating review of data, determination of root causes, identification of strategies and actions, and allocation of resources.
■ Leads collaborative efforts to prioritize curriculum, develop aligned assessments, and plan instruction to improve student success.	▪ Budget documents ▪ Summary of analysis of lesson plans ▪ Summaries of observations (e.g., Individual Practices Inventory, walk-through, peer) ▪ Minutes and products of collaborative team meetings
■ Expects and supports staff members to continuously learn, reflect, and improve their professional skills.	▪ Summaries of data consults ▪ Summaries of student achievement progress ▪ Records and reports ▪ Presentations
■ Ensures the district-wide use of the established curriculum aligned with district's goals.	▪ Professional development plans and updates (e.g., school, district, individual) ▪ Meeting agendas and minutes (e.g., curriculum, data analysis, resource allocation, professional development)
■ Ensures accountability for implementation with fidelity and consistency of processes and plans.	▪ Summary of enrollment of staff in voluntary professional development opportunities ▪ Records and recognition of additional degrees and certifications earned (e.g., master's, reading, English as a Second Language)
■ Ensures the evaluation of all programs and initiatives for both efficiency and effectiveness.	▪ Summaries of performance evaluations ▪ Summaries of mentoring and coaching ▪ Summaries of book studies ▪ Record of professional development completed by staff ▪ Curriculum maps ▪ Assessment matrix ▪ Common/standardized tools (e.g., lesson plan, lesson design, facilitation, modeling, re-teaching) ▪ Common/standardized processes for planning, implementation, review, analysis, and reporting of projects/initiatives (e.g., strategic planning, project management, program design, program/initiative evaluation, project/program development) ▪ Evaluation processes and schedule ▪ Data analysis summaries and communications ▪ Curriculum audit process documents and summaries/reports ▪ Summaries of achievement data

2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

Descriptors	Examples of Evidence/Artifacts
■ Develops and implements process(es) for monitoring, coaching, and evaluation of programs and initiatives. ■ Selects and supports technology systems to collect, analyze, and report data in a timely and effective manner.	▪ Process for evaluation, including performance measures and indicators of success ▪ Monitoring summaries ▪ Evaluation summary ▪ Assessment matrix/schedule, including formative and summative assessments ▪ Data collection templates ▪ Summary of performance measures and indicators of success (e.g., formative, summative) ▪ Data summaries aligned with performance measures in plans, processes, initiatives, or programs (e.g., professional development, transportation, nutrition, facilities, evaluation, technology) ▪ Summary of professional development of administrators for monitoring and coaching for the implementation of programs, processes, and plans ▪ Evidence of assessment database in place ▪ Evidence of infrastructure in place ▪ District/building reports addressing progress toward effective and efficient technology system

2e. Evaluates staff and provides ongoing coaching for improvement.

Descriptors	Examples of Evidence/Artifacts
■ Provides timely, specific feedback that validates best practice, notices close approximations, and encourages reflection. ■ Maximizes use of district's staff evaluation processes to improve staff performance.	▪ Summaries/logs of conversations (e.g., feedback, coaching, reflective) with support staff, teachers, and/or administrators ▪ Summary of performance evaluations to identify professional development needs ▪ Summary of observation data (e.g., walk-throughs, Instructional Practices Inventory)

2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.

Descriptors	Examples of Evidence/Artifacts
■ Supports the development and maintenance of a district culture that is characterized by collegiality and collaboration.	▪ Data summary on coaching and mentoring ▪ Summary and examples of professional development plans (e.g., building, district, department, individual) aligned with building and district goals, student learning needs, and including resource allocation
■ Expects and supports staff members to continuously learn, reflect, and improve their professional skills.	▪ Summary of agendas, minutes, and logs of professional development and learning experiences of staff members (e.g., teachers, transportation personnel, business staff members, nutrition personnel, administrators)
■ Provides for collaborative, sustained, job-embedded professional development for all staff aligned with student needs and district goals. ▪ Informed by data ▪ Reflecting current research-based practices ▪ Differentiated to meet individual and group needs ▪ Aligned with Iowa Professional Development Model ▪ Monitored and coached for implementation ▪ Evaluated for impact	▪ Summary of performance evaluations ▪ Public recognition of degrees ▪ Records of enrollment in voluntary professional development opportunities ▪ Records of additional endorsements (e.g., reading, English as a Second Language) ▪ District/building/department schedules reflecting adequate time and focus for job-embedded professional learning (e.g., content expertise, skill expertise, data analysis) ▪ Agendas, descriptions and products from professional learning teams ▪ Written reports of buildings and departments reflecting plans for and accomplishment of professional learning teams ▪ Evidence of linkage of Iowa Professional Development Model to professional learning agendas and products
■ Manages, allocates, and distributes resources equitably to provide ongoing, research-based, job-embedded professional development.	▪ Evidence of data analysis (e.g., district, building, department, team, individual) ▪ Evidence of provision of external resources for ongoing training ▪ Documented budget
■ Assesses the impact of professional development on teaching and learning.	▪ Summary of review of time logs ▪ District/school/program/department plans for professional development ▪ Syllabus of professional development ▪ Standardized processes/tools for planning, implementing and assessing professional development
■ Develops the capacity of leaders individually and collaboratively to assure quality professional development. ▪ Planning ▪ Implementation ▪ Monitoring ▪ Coaching ▪ Evaluation	▪ Summary of surveys of staff members involved in professional learning ▪ Summary of adjustments of professional learning plans based on data ▪ Summaries of focused conversations around professional development and impact on learning.

2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates an understanding of current research and theory regarding effective leadership and practices (e.g., learning, nutrition, finances, transportation).	▪ Professional development plan ▪ Summary of research ▪ Summary of data analyses ▪ Summary of reflections ▪ Monitoring and evaluation summaries
■ Develops, implements, adjusts, and assesses professional growth plan(s) based on individual and group needs aligned with district goals and expectations. ▪ Informed by data ▪ Reflecting current research-based practices ▪ Differentiated to meet individual and group needs ▪ Aligned with Iowa Professional Development Model ▪ Monitored for implementation ▪ Evaluated for impact	

2h. Promotes collaboration with all stakeholders.

Descriptors	Examples of Evidence/Artifacts
■ Makes available opportunities for stakeholders to engage collaboratively in planning professional learning opportunities.	▪ Summary/examples of meeting agendas and minutes ▪ Summary/examples of collaboration notes/logs ▪ Summary/examples of peer coaching/collaboration notes/logs ▪ Summaries of perceptual data (e.g., surveys, focused conversations)
■ Provides structures for and expects participation in collaboration with colleagues to reach full implementation of new learning and determine impact on students.	
■ Utilizes stakeholders' feedback for continuous improvement.	

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

Descriptors	Examples of Evidence/Artifacts
■ Maintains an open-door policy to stakeholders (e.g., students, teachers, parents, families, community members) to focus on students' success. ■ Establishes structures that promote external stakeholders' accessibility to educators.	▪ Summaries of communications ▪ Communication plan and/or protocol ▪ Protocols for and evaluation of effective communication (e.g., Web sites, technology, television, telephone, e-mails)

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

Descriptors	Examples of Evidence/Artifacts
■ Participates in and supports participation of others in activities in the school community to assure student success.	▪ Presentations to organizations and schools ▪ Summary of building/classroom visits ▪ Summary of interactions with stakeholders, including students, educators, parents, families, and community members

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

Descriptors	Examples of Evidence/Artifacts
■ Promotes stewardship and trusteeship of shared vision of the district. ■ Supports the development and maintenance of a district culture that is characterized by collegiality and collaboration. ■ Advocates a positive learning environment for all learners in the district.	▪ Summary of evidence of progress toward and/or achievement of the shared vision ▪ Communication plan and/or protocol ▪ Statements of expectations ▪ Summary of needs assessments, follow-up surveys, and focused conversations

Evidence:

Reflection:

Summary Rating

O Meets Standard

O Doesn't Meet Standard

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 descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a central office administrator demonstrate competence on all descriptors. The artifacts listed are examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a central office administrator to provide all of the artifacts.

3a. Complies with state and federal mandates and local board policies.

Descriptors	Examples of Evidence/Artifacts
■ Allocates resources to support ■ Assures compliance with district/school rules, regulations and policies, and state and federal laws.	▪ Annual plans and reports (e.g., transportation, food service, student safety, health services, SINA, DINA, mentoring and induction, Iowa Core) ▪ Training/professional development plan for all staff, including bus drivers, food service workers, custodians, paraprofessionals, teachers and administrators ▪ Communication plans for all support services presented at least annually to board of education ▪ Updated district and building policies and procedures (e.g., student health, safety, special education, Title I, board policies) ▪ Updated building and district plans and procedures ▪ Updated affirmative action and equal opportunity policies ▪ Recruitment and hiring procedures ▪ Updated evaluation process(es)

3b. Recruits, selects, inducts and retains staff to support quality instruction.

Descriptors	Examples of Evidence/Artifacts
■ Provides a system, based on district vision/goals and student learning needs, to recruit, select, hire and retain highly qualified personnel.	▪ Updated recruitment and hiring procedures ▪ Summary of staff retention and turnover data ▪ Mentoring and induction process, including use of probationary period ▪ District process for intensive support (e.g., mentoring, coaching, feedback) and evaluation ▪ Incentives, including ongoing professional development and teacher/leadership development ▪ Summary of customer satisfaction surveys ▪ Summary of feedback on hiring and retention efforts ▪ Summary of feedback on mentoring and induction program ▪ Guidelines for exit interviews ▪ Summary of feedback on exit interviews ▪ Expectations and procedures for volunteer training ▪ Summary of feedback on training of volunteers ▪ District guidelines for internships, student teachers and practicum students

3c. Addresses current and potential issues in a timely manner.

Descriptors	Examples of Evidence/Artifacts
■ Uses data in a timely manner and with appropriate groups to address issues in a timely manner.	▪ Assessment matrix ▪ Summary of meeting agendas and minutes ▪ Summary of feedback from stakeholders ▪ Annual plans/reports (e.g., transportation, food service, student safety, health services, SINA, DINA, mentoring and induction, Iowa Core)
■ Develops, executes, and monitors a system for district-wide safety and security for students and staff.	▪ Professional development plans for all staff, including bus drivers, food service workers, custodians, teachers and administrators ▪ Communication plans/updates for all support services (e.g., transportation, food service, maintenance, technology) presented at least annually to board of education ▪ Updated district policies and procedures for student health and safety ▪ Updated district and building crisis plans ▪ Summaries of evaluations ▪ Current information regarding graduation requirements, curriculum expectations, required instructional procedures and strategies, and assessment guidelines. ▪ Updated policies for harassment and bullying

3d. Manages fiscal and physical resources responsibly, efficiently and effectively.	
Descriptors	**Examples of Evidence/Artifacts**
■ Uses data to inform budget decisions to equitably and adequately allocate district resources to support district goals and student learning needs.	▪ Crosswalk summary of budget analysis with district priorities and student learning needs (e.g., District/school improvement plans, program plans)
	▪ Summary of cost/benefit analyses
	▪ Board presentation/retreat agenda focused on discussion of priorities and budget alignment
■ Focuses the use of district resources, including time, people and finances, to effectively implement the district's goals based on student needs.	▪ Agendas and meetings with collaborative groups (e.g., district and school leadership teams, community groups, advisory groups)
	▪ Auditor's report and/or certified annual report
	▪ Updated policies and procedures for management of funds
	▪ Financial report card reflecting alignment between learning priorities and resource allocation
■ Maintains facilities to create positive learning environments that support teaching for learning.	▪ Summaries of program evaluations
	▪ Written analysis of staff assignments and FTE aligned with student learning data, building needs and district needs
	▪ Summary of gap analysis
	▪ Written action plan reflecting short- and long-term actions to achieve alignment between learning needs and resource allocations
	▪ Evidence of consistent communication (i.e., formal, informal) that instructional needs drive resource allocation
	▪ Written facilities plan including short- and long-term needs and actions
	▪ Annual facilities report to the community
	▪ Written proposals for innovative use of facilities to advance teaching for learning
	▪ Comprehensive infrastructure and instructional technology plans that are systematically reviewed.

3e. Protects instructional time by designing and managing operational procedures to maximize learning.	
Descriptors	**Examples of Evidence/Artifacts**
■ Develops and implements policies and procedures to maximize student instructional opportunities.	▪ Instructional calendar
	▪ Summary of time audits
	▪ Pacing guides
	▪ Schedules (e.g., transportation, food service, assessment, maintenance)
	▪ Guidelines for instructional time
	▪ Updated board policies and administrative procedures reflecting priorities for learning and instruction

3f. **Communicates effectively with both internal and external audiences about the operations of the school.**

Descriptors	Examples of Evidence/Artifacts
■ Communicates to both internal and external stakeholders the efficient and effective use of district resources (e.g., time, people, money, expertise) aligned with district priorities and students' needs.	▪ Board meeting agendas and minutes addressing operations of the school ▪ Service-group presentations ▪ Print documents (e.g., newsletter, district report card, e-mails, written reports, newspaper articles) ▪ Digital communications (e.g., Web site, blast communications via telephone and e-mail, podcasts, blogs, nings)

Evidence:

Summary Rating

O Meets Standard

O Doesn't Meet Standard

Reflection:

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)

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4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.

Descriptors	Examples of Evidence/Artifacts
■ Communicates district priorities to the public.	▪ Membership/participation lists of advisory and decision-making committees at building and district levels and representing the diversity of the community
■ Promotes the involvement of students, families, and community members in decision-making processes to enhance student success.	▪ Partnership activities (e.g., Partnering in Communities, Character Counts)
	▪ Business partnership lists and activities
	▪ Highlights of partnerships (e.g., newspaper articles, TV spots, Web site, newsletters)
■ Promotes collaborative opportunities for educators, families, and community to build collective responsibility for student learning.	▪ Counseling and learning opportunities for parents/families (e.g., Parent University, district/building math and reading nights, college night)
	▪ Parent/family involvement policy
	▪ Board meeting agendas and minutes addressing/recognizing parent and community involvement
■ Assures opportunities for parents and families to develop their own skills in providing support, assistance and expectations for their children.	▪ Service group presentations
	▪ District report card, Annual Progress Report (APR)

4b. Promotes and supports a structure for family and community involvement in the education system.

Descriptors	Examples of Evidence/Artifacts
■ Engages stakeholders reflecting the community's demographics in the planning, reviewing and decision making of issues. ■ Creates structures and partnerships for meaningful and respectful parent and community involvement in schools. ■ Ensures accountability for implementation with fidelity and consistency of standardized processes and procedures for family and community involvement.	▪ Summary of membership data for advisory committees and focus groups, reflecting the community's demographics ▪ Evidence of community forums/focus groups (e.g., agendas, minutes, television broadcasts, newspaper articles) ▪ Translated documents ▪ Evidence of utilization of interpreters ▪ Annual Progress Report (APR) ▪ Agendas and minutes for School Improvement Advisory Committee ▪ Summary of communication vehicles that assure use of stakeholders' feedback for continuous improvement (e.g., perception data summaries, focus groups' conversation summaries) ▪ Summary of communication vehicles that keep community members regularly informed (e.g., Web site, newsletters, press releases, newspaper columns, e-mail blasts, voice-mail blasts, blogs) ▪ Evidence of school/business partnerships (e.g., processes used in establishing agendas for meetings, results of partnerships, newspaper article, Web site focus, recognition ceremonies) ▪ Observation summaries of public meetings, board meetings, building-/district-led meetings ▪ Communications to and from stakeholders ▪ Documentation of cultural diversity efforts in professional development ▪ Standardized procedures for family home/off-site visits, family advisories, community partnerships, special education meetings ▪ Parent/family engagement policy ▪ Summary of facilitation tools to guide meetings with parents, family and community ▪ Evaluation summary/report of parent/family/community engagement

4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.

Descriptors	Examples of Evidence/Artifacts
■ Collaborates with district and building administrators and community agencies in planning to serve the needs of students and address barriers to learning. ■ Sets up structures to assist families in accessing appropriate community resources. ■ Assists administrators and families in accessing community, health, human and social resources available to students and families.	▪ Plan/action/strategy that addresses alignment of social service agency programs with school improvement needs ▪ Plan for/summary of retreat for business, civic, religious, medical and other community agencies to address integration of services to benefit students and families ▪ Videos/DVDs/podcasts that share school's expectations/connections to family/community resources ▪ Newsletter/directory/Web site of resources/programs available to parents and families ▪ Pictures/brochures of on-site health clinic/social service agencies

4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Descriptors	Examples of Evidence/Artifacts
■ Assures a learning environment where school staff and families connect to put students at the center of educational decisions in order to improve opportunities for all students. ■ Capitalizes on the diversity of the school community to improve school programs and meet the needs of students.	▪ Board policy for parent/family engagement ▪ Community/district/school strategies and activities that address the diversity and cultural norms of the community ▪ Training/professional development opportunities in cultural competency ▪ Professional development opportunities for connecting with parents (e.g., conferencing, off-site visits) ▪ Activity list of opportunities provided to welcome parents into the schools/districts (e.g., math nights, open houses, parenting activities, donuts with dads, muffins with moms, grandparents' day) ▪ Summary of needs assessment

Evidence:

Reflection:

Summary Rating

○ Meets Standard

○ Doesn't Meet Standard

Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a central office administrator demonstrate competence on all descriptors. The artifacts listed are examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a central office administrator to provide all of the artifacts.

5a. Demonstrates ethical and professional behavior.

Descriptors	Examples of Evidence/Artifacts
■ Maintains respectful relationships in all situations. ■ Ensures the ethical collection and use of data.	▪ Establish a character education program in the school and summary of observational data ▪ Written and oral communications to and from stakeholders ▪ Letters of agreement ▪ Summaries of perceptual data (e.g., Practices Inventory, needs assessment survey, satisfaction survey, focus groups, climate and culture) ▪ Focus group summaries ▪ Structured processes for negotiating ▪ Assessment guidelines ▪ Summaries of observational data (e.g., walk-through, Instructional Practices Inventory) ▪ Site visit reports of the Iowa Department of Education ▪ Special education compliance audit ▪ District report card, Annual Progress Report (APR) ▪ Procedures for collection and use of data

5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

Descriptors	Examples of Evidence/Artifacts
■ Communicates to stakeholders and models ideals and beliefs about teaching and learning. ■ Holds people accountable for high standards of ethical behavior.	▪ Meeting agendas and minutes ▪ Reports ▪ Presentations addressing mission and vision of district and progress toward those ▪ Written expectations ▪ Presentations on Code of Ethics ▪ Written communications or summary of actions addressing infractions of educators of state and federal mandates, board policies, district procedures, or contractual obligations ▪ Observational data ▪ Operating principles

5c.	**Fosters and maintains caring professional relationships with staff.**

Descriptors	Examples of Evidence/Artifacts
■ Builds and sustains trust among internal and external groups.	▪ Summary of turn-over data ▪ Summary of absenteeism ▪ Grievance frequency ▪ Logs of visibility in the buildings ▪ Summary or video of modeling of lessons ▪ Updated policies and procedures addressing climate and culture ▪ Communication plan and/or procedures ▪ Logs honoring commitments ▪ Logs/journal noting follow-through on commitments

5d.	**Demonstrates appreciation for and sensitivity to diversity in the school community.**

Descriptors	Examples of Evidence/Artifacts
■ Builds cultural competence among stakeholders.	▪ Professional development on cultural diversity/competence ▪ Adoption of policy and/or procedures addressing cultural diversity/competence ▪ Summary of off-site visits to parents/families ▪ Communications in first languages of parents/families

5e.	**Is respectful of divergent opinions.**

Descriptors	Examples of Evidence/Artifacts
■ Participates in and develops the capacity of others to have difficult conversations within and outside the district, demonstrating respect for divergent opinions.	▪ Professional development in conversations (e.g., Crucial, Fierce) ▪ Written communications ▪ Documentation of conversations ▪ Issue preparation form/planning tool (e.g., Fierce Conversations)

Evidence:

Reflection:

Summary Rating

○ Meets Standard

○ Doesn't Meet Standard

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 descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a central office administrator demonstrate competence on all descriptors. The artifacts listed are examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a central office administrator to provide all of the artifacts.

6a.	Collaborates with service providers and other decision-makers to improve teaching and learning.

Descriptors	Examples of Evidence/Artifacts
■ Works with district administrators, organizations, and stakeholders to promote learning.	▪ Correspondence with agencies, stakeholders, and organizations ▪ Meeting agendas and minutes ▪ Communication with community (e.g., newspaper articles, Web site focus, television/radio spots, blogs, podcasts) ▪ Participation in leadership efforts in the AEA and the state ▪ Planning documents ▪ Lists of agency/business partnerships ▪ Evaluation and reflection documents ▪ Board policy ▪ Presentations to stakeholders ▪ Projects and reports of progress on the projects ▪ Summary of perceptual data (e.g., survey, needs assessment, satisfaction, focused groups, forums)

6b.	Advocates for the welfare of all members of the learning community.

Descriptors	Examples of Evidence/Artifacts
■ Engages stakeholders reflecting the community's demographics in the planning, reviewing and decision making of issues. ■ Develops the capacity of the staff to advocate for children and families in the larger community.	▪ Membership data for advisory committees and focus groups, reflecting the community's demographics ▪ Community forums and focus group planning documents ▪ Translated documents ▪ Evidence of utilization of interpreters ▪ Professional development plans, agendas and minutes focusing on advocacy ▪ Summary of perceptual data (e.g., survey, needs assessments, satisfaction, focused groups, forums) ▪ Community resource guide

6c. Designs and implements appropriate strategies to reach desired goals.

Descriptors	Examples of Evidence/Artifacts
■ Designs/selects/provides tools to guide processes (e.g., use of data, input opportunities, decision-making strategies, facilitation, negotiating, presentation, monitoring and evaluation strategies).	▪ Documentation of processes and tools ▪ Criteria for selection of tools(s) aligned with process(es) ▪ Agendas and minutes identifying processes and tools used

Evidence:

Reflection:

Summary Rating

O Meets Standard

O Doesn't Meet Standard

Part II – Overall Summary [Mark one in each row]

Job Responsibilities	Meets Standard	Does Not Meet Standard
Standard 1	○	○
Standard 2	○	○
Standard 3	○	○
Standard 4	○	○
Standard 5	○	○
Standard 6	○	○

Significant Achievements:

Areas for Growth:

Central Office Administrator Comments:

Superintendent or Designee Comments:

Continuous Improvement Recommendation (mark one)	
Professional Growth Plan	○
Remediation Target(s)	○

Central Office Administrator Signature: _____ Date: _____

Evaluation Period: 20_____ to 20_____

Superintendent/Designee Signature: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively by 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 to show need for focusing leadership 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

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See next page.

STEP 5 — **Supports for Plan Implementation** (mark all that apply and describe)

Supervisor/Board: ○	AEA/Regional: ○	Peer: ○	Other: ○

Administrator Signature/Date _____ **Supervisor Signature/Date** _____

SMART Goals Worksheet

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

S Strategic and Specific	M Measurable	A Attainable	R Results-based	T Time-bound
Strategic - Select a high-leverage goal that will make a difference. Specific - Clearly define what you will do and how you will do it.	Establish concrete criteria for tracking progress and determining success.	Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable).	Clearly define the results you expect to see.	Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

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

Learning Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

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

Remediation Target

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as not meeting standard by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number _____   Date Target Developed_____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Meets/Does Not Meet

Superintendent/Designee Comments:

Central Office Administrator Comments:

Signatures

Superintendent/Designee/Date _____   Central Office Administrator/Date _____

SAMPLE CENTRAL OFFICE ADMINISTRATOR'S JOB DESCRIPTION

TITLE: CENTRAL OFFICE ADMINISTRATOR

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

REPORTS TO: The Superintendent or Designee

SUPERVISES: The academic and support personnel employed in the district assigned to the Central Office Administrator

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

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

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

Job Responsibilities

1. **Shared Vision**

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

2. **Culture of Learning**

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

3. **Management**

   - Complies with state and federal mandates and local board policies.
   - Recruits, selects, inducts and retains staff to support quality instruction.
   - Addresses current and potential issues in a timely manner.
   - Manages fiscal and physical resources responsibly, efficiently and effectively.
   - Protects instructional time by designing and managing operational procedures to maximize learning.
   - Communicates effectively with both internal and external audiences about the operations of the school.

4. **Family and Community**

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

5. **Ethics**

   - Demonstrates ethical and professional behavior.
   - Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.
   - Fosters and maintains caring professional relationships with staff.
   - Demonstrates appreciation for and sensitivity to diversity in the school community.
   - Is respectful of divergent opinions.

6. **Societal Context**

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

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

Superintendent or Evaluator

Beginning Administrator with Initial License

Administrator with Standard License

Comprehensive Evaluation Based on ISSL- under initial license for one year unless extended for a second year by school district

No Baseline Evaluation

Baseline Evaluation on file

Meets or exceeds ISSL

Does not meet ISSL

Summative Evaluation based on ISSL

Meets or exceeds ISSL

Does not meet ISSL

Standard Administrative License issued after 1st or 2nd year

Does not receive Standard Administrative License

Meets or exceeds ISSL

Does not meet ISSL

IPDP and ongoing formative assessment

Remediation Action Plan

IPDP and ongoing formative assessment

IPDP and ongoing formative assessment

Remediation Action Plan

Summative Evaluation every 3 years

At completion, meets or exceeds ISSL

Does not meet ISSL

Summative Evaluation every 3 years

Summative Evaluation every 3 years

At completion, meets or exceeds ISSL

Does not meet ISSL

IPDP and ongoing formative assessment

Counseled out of administration

IPDP and ongoing formative assessment

Counseled out of administration

Summative Evaluation every 3 years

Summative Evaluation every 3 years