

BETTENDORF COMMUNITY SCHOOL DISTRICT • BETTENDORF, IA
Board Policy

Code No. 303.6E

Administrator Performance Review

A Systems Approach

Adopted by:
Bettendorf Community School District
November 17, 2008

Developed by
School
Administrators
of Iowa — August 2007

Administrator Performance Review: A Systems Approach

Introduction

The process of coaching an administrator (educational leader) 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 administrator's role in improving achievement for all students.

Administrator evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the 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 persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation the law requires an annual formative assessment around the administrators' Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan (IPDP) attainment, and other supporting documentation.

Operating Principles

A comprehensive administrator performance review process must:

- 1. Align with the Iowa School Leadership Standards and Criteria**
Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building administrators.
- 2. Be intended to acknowledge strengths and improve performance.**
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
- 3. Connect academic, social, emotional and developmental growth for all students in the building/system.**
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
- 4. Recognize the importance of an administrator's role in improving the culture of the learning community.**
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
- 5. Have research-based criteria about effective administrator behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**
Rationale: Examples may include self-assessment, a portfolio compiled by the administrator, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.
- 6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.**
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
- 7. Be ongoing and connected to school improvement goals.**
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.
- 8. Align building and district goals with community members' vision for education.**
Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Timelines for Administrator Leadership Performance Review

SUGGESTED TIMELINE

ACTION

- | | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Late Spring | 1. Administrator and superintendent/designee clarify vision, mission and district goals. |
| | 2. Superintendent/designee and administrator will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | 3. Administrator in collaboration with superintendent develops Professional Development Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals, etc. To identify goal targets. (Sample goals can be found on SAI's website under "Resources" @ www.sai-iowa.org) |
| Prior to the Start of School | 4. Review processes and forms with new administrators. |
| Quarterly or Early Winter | 5. Administrator and supervisor discuss progress reports regarding Individual Professional Development Plan goals. |
| Early Spring | 6. 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 shared, clarified and discussed with the 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 administrator's personnel folder. |

Administrator Performance Standards and Criteria

PART I - JOB RESPONSIBILITIES

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

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

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

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

Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify
- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
 - Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
 - Responds to stakeholder questions and/or concerns with information.

Evidence: include building information in district reports and building newsletters and website; shares information in community meetings; conducts “test talks” with students (shares results and expectations); shares information with non-certified staff so they know/share priorities/plans to others.

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

Reflection:	

**Possible artifacts an administrator could use to demonstrate proficiency.
 Standard #1**

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

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from administrator quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

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 criteria are provided as examples of the kind of activities/behaviors that would support the criteria. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.

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

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 criteria are provided as examples of the kind of activities/behaviors that would support the criteria. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.

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

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
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**Possible artifacts an administrator could use to demonstrate proficiency.
Standard #3**

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

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

STANDARD #4: 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 descriptors supporting each criteria are provided as examples of the kind of activities/behaviors that would support the criteria. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.

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

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
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**Possible artifacts an administrator could use to demonstrate proficiency.
Standard #4**

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

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

**Possible artifacts an administrator could use to demonstrate proficiency.
Standard #5**

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

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

**Possible artifacts an administrator could use to demonstrate proficiency.
Standard #6**

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

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

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

Job Responsibilities:

	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Administrator Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

_____ Professional Growth Plan

_____ Remediation Target(s)

Administrator's Signature: _____ Date: _____

Evaluation Period: 20____ to _____, 20____

Superintendent or Designee: _____ Date: _____

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN for 20 ____ - 20 ____ School Year

Name: _____ **School/Department:** _____ **Date:** _____

Please identify performance growth goals tied to your district's and building's CSIP and your professional goals.

Professional Goal:	ISSL#	Action Steps:	Timeline:	Evidence of progress toward success	Reflection:

Professional Growth Plan Reviewed by: _____

Date: _____

Supervisor Observation and Coaching Sessions:

 _____ Date: _____
 _____ Date: _____
 _____ Date: _____

 _____ Date: _____
 _____ Date: _____
 _____ Date: _____

REMEDIATION TARGET

Name: _____ **School/Department:** _____ **Date:** _____

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

Remediation Target Number: _____ **Date Target Developed:** _____

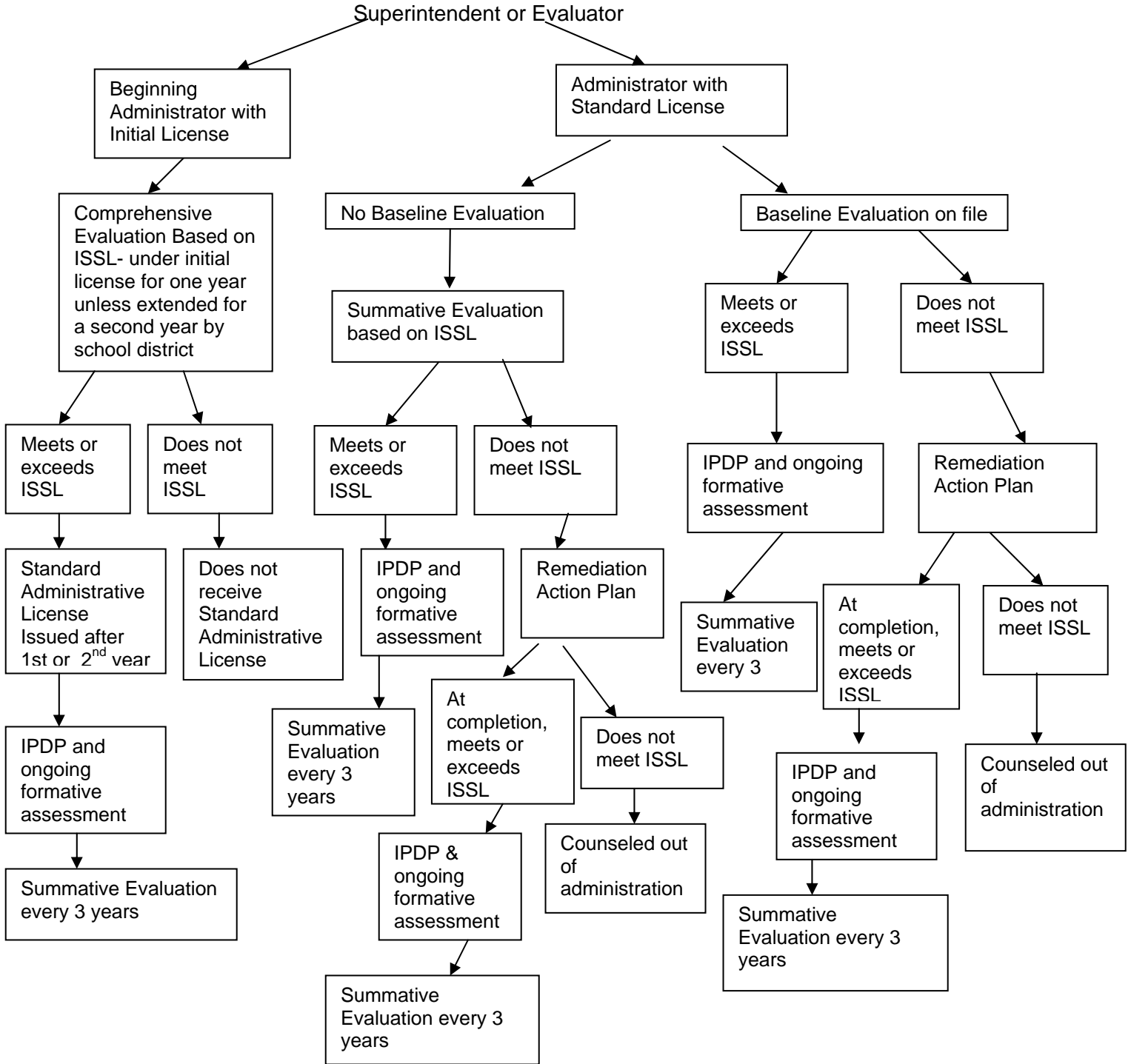
Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent/Designee Comments:

Administrator Comments:

Signatures: _____
 Superintendent/Designee Date Administrator Date

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



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 February 1, 2010
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Renumber *