



Principal Leadership Performance Review: A Systems Approach



Developed by and for Iowa School Leaders
with support from School Administrators of Iowa and The Wallace Foundation

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.

Principal Performance Review: A Systems Approach

Introduction

The process of coaching a principal 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 principal's role in improving achievement for all students.

Principal 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 principal 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 principals 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 principal's 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 attainment and other supporting documentation.

Operating Principles

A comprehensive principal performance review process 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 building principals.

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 a principal'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 principal 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 principal, 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 its public schools.

Timelines Principal Leadership Performance Review	
Suggested Timeline	Action
Late Spring	1. Principal and superintendent/designee clarify vision, mission and district goals. 2. Principal 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.
Early Summer	3. Principal 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, etc. to identify goal targets. (Sample goals can be found on SAI's Web site under "Resources" at www.sai-iowa.org)
Prior to the Start of School	4. Review processes and forms with new administrators.
Quarterly or Early Winter	5. Principal and superintendent/designee discuss progress reports regarding Individual Professional Development Plan goals.
Early Spring	6. Principal 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 principal. 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 principal's personnel folder.

Principal 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 principal demonstrate competence on all descriptors. 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 a principal 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
■ Participates in planning process to establish measurable goals with all stakeholders.	■ Copy of School Improvement Plan, Building Improvement Plans/grade-level goals
■ Collects a variety of types of data in student learning to guide goal development.	■ Building Staff Development Plan
■ Uses an established procedure to collaboratively analyze and interpret data.	■ Staff meeting agenda (addressing vision/mission)
■ Ensures that a comprehensive planning process is in place and followed.	■ Building-wide discipline plans/academic guidelines
	■ Establishing and maintaining student organization in support of student learning (agendas and minutes)
	■ Use of student data/profiles to identify goals and address actual needs
	■ Department meeting agendas (grade-level meetings, team meetings)
	■ “State of the School” report from principal quarterly
	■ Mission/vision statement posters everywhere/schools/businesses
	■ Partners in Education programs
	■ Agendas from data analysis/PD sessions
	■ Data compiled for staff
	■ Notes from SIAC meetings and agendas
	■ Board presentations
	■ Parent meeting agendas
	■ Communicating with local community/service organization about vision for learning
	■ Advisory committee meetings – agendas and minutes
	■ End-of-Year Board Report (review of programs)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates knowledge of current research and best practice. 	<ul style="list-style-type: none"> ▪ Copy of School Improvement Plan, Building Improvement Plans/grade-level goals
<ul style="list-style-type: none"> ■ Provides staff with information and/or examples of current research and best practices. 	<ul style="list-style-type: none"> ▪ Building Staff Development Plan ▪ Staff meeting agenda (addressing vision/mission) ▪ School newsletter ▪ Building-wide discipline plans/academic guidelines
<ul style="list-style-type: none"> ■ Builds goals based on current research and best practice about high-quality instructional programs. 	<ul style="list-style-type: none"> ▪ Establishing and maintaining student organization in support of student learning (agendas and minutes) ▪ Use of student data/profiles to identify goals and address actual needs ▪ Department meeting agendas (grade-level meetings, team meetings)
<ul style="list-style-type: none"> ■ Systematically engages teachers and staff in discussions about current research and theory. 	<ul style="list-style-type: none"> ▪ District report card/building report – annual report to all community – 3-year comparison ▪ “State of the School” report from principal quarterly ▪ Mission/vision statement posters everywhere/schools/businesses ▪ Agendas from data analysis/PD sessions ▪ Data compiled for staff ▪ Notes from SIAC meetings and agendas ▪ Board presentations ▪ Daily/weekly teacher/staff communications (e.g., newsletter) ▪ Scheduled collaboration time ▪ Advisory committee meetings – agendas and minutes ▪ End-of-Year Board Report (review of programs)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates understanding of the district's vision and goals. 	<ul style="list-style-type: none"> ▪ Copy of School Improvement Plan, Building Improvement Plans/grade-level goals.
<ul style="list-style-type: none"> ■ Makes decisions and allocates resources to support building and district goals. 	<ul style="list-style-type: none"> ▪ Building Staff Development Plan ▪ Staff meeting agenda (addressing vision/mission) ▪ School newsletter
<ul style="list-style-type: none"> ■ Maintains a focus on the implementation of the district's vision and goals. 	<ul style="list-style-type: none"> ▪ Local newspaper articles highlighting achievement ▪ Use of student data/profiles to identify goals and address actual needs ▪ Department meeting agendas (grade-level meetings, team meetings) ▪ District report card/building report – annual report to all community – 3-year comparison ▪ “State of the School” report from principal quarterly ▪ Mission/vision statement posters everywhere/schools/businesses
<ul style="list-style-type: none"> ■ Supports the district's initiatives. 	<ul style="list-style-type: none"> ▪ Partners in Education programs ▪ Agendas from data analysis/PD sessions ▪ Data compiled for staff ▪ Notes from SIAC meetings and agendas ▪ Web articles ▪ Blog submission ▪ Podcasts ▪ Board presentations ▪ Parent meeting agendas ▪ Communicating with local community/service organization about vision for learning ▪ Advisory committee meetings – agendas and minutes ▪ End-of-Year Board Report (review of programs)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates understanding of the district's vision and goals. 	<ul style="list-style-type: none"> ▪ Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
<ul style="list-style-type: none"> ■ Makes decisions and allocates resources to support building and district goals. 	<ul style="list-style-type: none"> ▪ Building Staff Development Plan ▪ Staff meeting agenda (addressing vision/mission) ▪ Local newspaper articles highlighting achievement
<ul style="list-style-type: none"> ■ Maintains a focus on the implementation of the district's vision and goals. 	<ul style="list-style-type: none"> ▪ Establishing and maintaining student organization in support of student learning (agendas and minutes) ▪ Department meeting agendas (grade level meetings, team meetings)
<ul style="list-style-type: none"> ■ Facilitates curriculum, instruction and assessment alignment. 	<ul style="list-style-type: none"> ▪ District report card/building report – annual report to all community – 3 year comparison ▪ “State of the School” report from principal quarterly ▪ Mission/Vision statement posters everywhere/schools/businesses ▪ Partners in Education programs ▪ Agendas from data analysis PD/sessions ▪ Data compiled for staff ▪ Notes from SIAC meetings and agendas ▪ Web articles ▪ Blog submission ▪ Podcasts ▪ Board presentations ▪ Scheduled collaboration time ▪ Communicating with local community/service organization about vision for learning ▪ Advisory committee meetings – agendas and minutes ▪ End of Year Board Report (review of programs)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates understanding of the change process. 	<ul style="list-style-type: none"> ▪ Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
<ul style="list-style-type: none"> ■ Systematically plans change efforts to improve student achievement. 	<ul style="list-style-type: none"> ▪ Building Staff Development Plan ▪ Staff meeting agenda (addressing vision/mission) ▪ Building wide discipline plans/academic guidelines
<ul style="list-style-type: none"> ■ Uses knowledge of the school, district and community environment to inform planning and actions. 	<ul style="list-style-type: none"> ▪ Implement character education (plan) ▪ Establishing and maintaining student organization in support of student learning (agendas and minutes) ▪ Department meeting agendas (grade-level meetings, team meetings)
<ul style="list-style-type: none"> ■ Allocates resources to support initiatives and change efforts. 	<ul style="list-style-type: none"> ▪ District report card/building report – annual report to all community – 3-year comparison
<ul style="list-style-type: none"> ■ Supports staff during the change process. 	<ul style="list-style-type: none"> ▪ “State of the School” report from principal quarterly ▪ Mission/vision statement posters everywhere/schools/businesses
<ul style="list-style-type: none"> ■ Garner staff and community support for change. 	<ul style="list-style-type: none"> ▪ Agendas from data analysis/PD sessions ▪ Data compiled for staff
<ul style="list-style-type: none"> ■ Fosters a climate of shared leadership. 	<ul style="list-style-type: none"> ▪ Notes from SIAC meetings and agendas ▪ Parent meeting agendas ▪ Daily/weekly teacher/staff communications (e.g., newsletter) ▪ Scheduled collaboration time ▪ Communicating with local community/service organization about vision for learning ▪ Advisory committee meetings – agendas and minutes ▪ End-of-Year Board Report (review of programs)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress. 	<ul style="list-style-type: none"> ▪ School newsletter ▪ Monthly student recognition ▪ Local newspaper articles highlighting achievement ▪ “State of the School” report from principal quarterly ▪ Mission/Vision statement posters everywhere/schools/businesses
<ul style="list-style-type: none"> ■ Responds to stakeholder questions and/or concerns with information. 	<ul style="list-style-type: none"> ▪ Partners in Education programs ▪ Tours of building and sites to prospective parents (list of dates) ▪ Web articles ▪ Blog submission ▪ Podcasts ▪ Board presentations ▪ Parent meeting agendas ▪ Communicating with local community/service organization about vision for learning ▪ Advisory committee meetings – agendas and minutes ▪ End of Year Board Report (review of programs)

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

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 principal demonstrate competence on all descriptors. 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 a principal to provide all of the artifacts.

2a. Provides leadership for assessing, developing and improving climate and culture.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Facilitates collaborative development of culture and climate goals. 	<ul style="list-style-type: none"> ■ Staff in-service quarterly – focusing on reading in the HS content areas ■ Walk-through supervision schedules
<ul style="list-style-type: none"> ■ Provides and enforces clear structure, rules, and procedures for teachers, staff, and students. 	<ul style="list-style-type: none"> ■ School climate surveys (results and/or analysis) ■ Copy of year's Staff Development Plan ■ Teacher evaluation artifact(s)
<ul style="list-style-type: none"> ■ Collects data regarding school climate. 	<ul style="list-style-type: none"> ■ Faculty meeting agenda (Prof issues and Dev) ■ Copy of professional growth plan ■ Attendance at state and national conferences (agendas)
<ul style="list-style-type: none"> ■ Works with stakeholders in the development of an action plan to accomplish goals. 	<ul style="list-style-type: none"> ■ Building level study teams (agendas) ■ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates)
<ul style="list-style-type: none"> ■ Fosters a climate in which every student is well known, respected, and cared for. 	<ul style="list-style-type: none"> ■ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas) ■ Selection of teachers based on their openness /interest in staff development (copy of interview questions or hiring rubric) ■ Develop a model portfolio for teachers ■ Evidence of involvement in planning and implementation of teacher in-service/PD ■ Quality teacher in every classroom report to community ■ Agendas from leadership team meetings ■ Building wide assembly data to build climate: authors, speakers ■ PLC meeting minutes ■ Develop, model and demonstrate a lesson plan ■ Supportive notes to or from staff or community ■ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none">■ Develops a structure that ensures all students and staff earn recognition for work well done.	<ul style="list-style-type: none">▪ School climate surveys (results and/or analysis)▪ Teacher evaluation artifact(s)▪ Faculty meeting agenda (Prof issues and Dev)▪ Copy of professional growth plan
<ul style="list-style-type: none">■ Communicates accomplishments of staff and students to district stakeholders.	<ul style="list-style-type: none">▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates)▪ Evidence of involvement in planning and implementation of teacher in-service/PD▪ Quality teacher in every classroom report to community▪ Agendas from leadership team meetings▪ PLC meeting minutes▪ Supportive notes to or from staff or community▪ Support of mentoring and induction program (membership on district k-12 staff development team)

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
<ul style="list-style-type: none"> ■ Uses observation feedback to assist teachers in the development of effective teaching strategies. 	<ul style="list-style-type: none"> ▪ Staff in-service quarterly – focusing on reading in the HS content areas ▪ Walk-through supervision schedules ▪ School climate surveys (results and/or analysis)
<ul style="list-style-type: none"> ■ Provides conceptual guidance for teachers regarding effective classroom practice. 	<ul style="list-style-type: none"> ▪ Copy of year's Staff Development Plan ▪ Teacher evaluation artifact(s) ▪ Faculty meeting agenda (Prof issues and Dev) ▪ Copy of professional growth plan ▪ Building level study teams (agendas) ▪ Provides staff with professional reading material (copies of communications) ▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ▪ Develop a model portfolio for teachers ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Agendas from leadership team meetings ▪ Building wide assembly data to build climate: authors, speakers ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Book study notes ▪ Develop, model and demonstrate a lesson plan ▪ Support of mentoring and induction program (membership on district k-12 staff development team) ▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Ensures a high-quality system is in place and used for the review of curriculum implementation and instruction and assessment practices. 	<ul style="list-style-type: none"> ▪ Staff in-service quarterly – focusing on reading in the HS content areas ▪ Walk-through supervision schedules ▪ Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation)
<ul style="list-style-type: none"> ■ Facilitates the collection of data related to curriculum, instruction and assessment. 	<ul style="list-style-type: none"> ▪ Copy of year's Staff Development Plan ▪ Teacher evaluation artifact(s) ▪ Faculty meeting agenda (Prof issues and Dev)
<ul style="list-style-type: none"> ■ Facilitates the collaborative analysis of data related to curriculum, instruction and assessment. 	<ul style="list-style-type: none"> ▪ Copy of professional growth plan ▪ Building level study teams (agendas) ▪ Provides staff with professional reading material (copies of communications)
<ul style="list-style-type: none"> ■ Ensures that a rigorous academic program is in place at the school. 	<ul style="list-style-type: none"> ▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ▪ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas)
<ul style="list-style-type: none"> ■ Ensures that each student is engaged in a rigorous course of study. 	<ul style="list-style-type: none"> ▪ Develop a model portfolio for teachers ▪ Evidence of involvement in planning and implementation of teacher in-service/PD
<ul style="list-style-type: none"> ■ Ensures that the curricular program is aligned with assessment systems. 	<ul style="list-style-type: none"> ▪ Agendas from leadership team meetings ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned
<ul style="list-style-type: none"> ■ Ensures that the curricular program is aligned across grades and levels of schooling. 	<ul style="list-style-type: none"> ▪ PLC meeting minutes ▪ Develop model and demonstrate a lesson plan ▪ Support of mentoring and induction program (membership on district k-12 staff development team)
<ul style="list-style-type: none"> ■ Ensures that the regular and special programs (special education, English as a Second Language, etc.) are aligned. 	<ul style="list-style-type: none"> ▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation. 	<ul style="list-style-type: none"> ▪ Walk-through supervision schedules ▪ Copy of year's Staff Development Plan ▪ Teacher evaluation artifact(s) ▪ Copy of professional growth plan
<ul style="list-style-type: none"> ■ Maximizes district evaluation process to improve staff performance. 	<ul style="list-style-type: none"> ▪ Building level study teams (agendas) ▪ Provides staff with professional reading material (copies of communications)
<ul style="list-style-type: none"> ■ Initiates critical conversations about quality teaching. 	<ul style="list-style-type: none"> ▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ▪ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas) ▪ Develop a model portfolio for teachers ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Quality teacher in every classroom report to community ▪ Agendas from leadership team meetings ▪ PLC meeting minutes ▪ Book study notes ▪ Develop, model and demonstrate a lesson plan ▪ Support of mentoring and induction program (membership on district k-12 staff development team) ▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Allocates resources to provide ongoing, job-embedded professional development. 	<ul style="list-style-type: none"> ■ Staff in-service quarterly – focusing on reading in the HS content areas ■ Walk-through supervision schedules
<ul style="list-style-type: none"> ■ Ensures alignment between professional development and improved student learning. 	<ul style="list-style-type: none"> ■ Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation) ■ Copy of year's Staff Development Plan ■ Teacher evaluation artifact(s)
<ul style="list-style-type: none"> ■ Exposes teachers and staff to cutting-edge ideas about effective practices. 	<ul style="list-style-type: none"> ■ Faculty meeting agenda (Prof issues and Dev) ■ Copy of professional growth plan ■ Building level study teams (agendas)
<ul style="list-style-type: none"> ■ Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model. 	<ul style="list-style-type: none"> ■ Provides staff with professional reading material (copies of communications) ■ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ■ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas) ■ Develop a model portfolio for teachers ■ Evidence of involvement in planning and implementation of teacher in-service/PD ■ Quality teacher in every classroom report to community ■ Agendas from leadership team meetings ■ Building wide assembly data to build climate: authors, speakers ■ Keep an administrative journal of learning opportunities participated in/read and what was learned ■ PLC meeting minutes ■ Book study notes ■ Develop model and demonstrate a lesson plan ■ Support of mentoring and induction program (membership on district k-12 staff development team) ■ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

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
<ul style="list-style-type: none"> ■ Stays informed about current research and theory regarding effective schooling and quality instructional programs. 	<ul style="list-style-type: none"> ▪ Staff in-service quarterly – focusing on reading in the HS content areas ▪ School climate surveys (results and/or analysis) ▪ Copy of year’s Staff Development Plan
<ul style="list-style-type: none"> ■ Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance. 	<ul style="list-style-type: none"> ▪ Teacher evaluation artifact(s) ▪ Faculty meeting agenda (Prof issues and Dev) ▪ Copy of professional growth plan ▪ Attendance at state and national conferences (agendas) ▪ Building level study teams (agendas) ▪ Provides staff with professional reading material (copies of communications) ▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Agendas from leadership team meetings ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Book study notes ▪ Supportive notes to or from staff or community ▪ Support of mentoring and induction program (membership on district k-12 staff development team)

2h. Promotes collaboration with all stakeholders.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school. 	<ul style="list-style-type: none"> ▪ School climate surveys (results and/or analysis) ▪ Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation) ▪ Copy of year's Staff Development Plan
<ul style="list-style-type: none"> ■ Provides time and opportunities for collaboration. 	<ul style="list-style-type: none"> ▪ Regional job fair brochure (attend with district personnel) ▪ Copy of professional growth plan
<ul style="list-style-type: none"> ■ Provides meaningful opportunities for students to be engaged in school. 	<ul style="list-style-type: none"> ▪ Attendance at state and national conferences (agendas) ▪ Selection of teachers based on their openness /interest in staff development (copy of interview questions or hiring rubric) ▪ Evidence of involvement in planning and implementation of teacher in-service/PD
<ul style="list-style-type: none"> ■ Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program. 	<ul style="list-style-type: none"> ▪ Agendas from leadership team meetings ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Supportive notes to or from staff or community

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Develops effective means for stakeholders to communicate with administrator. 	<ul style="list-style-type: none"> ▪ Walk-through supervision schedules ▪ School climate surveys (results and/or analysis) ▪ Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation) ▪ Regional job fair brochure (attend with district personnel) ▪ Copy of professional growth plan ▪ Attendance at state and national conferences (agendas) ▪ Quality teacher in every classroom report to community ▪ Building wide assembly data to build climate: authors, speakers ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Supportive notes to or from staff or community ▪ Support of mentoring and induction program (membership on district k-12 staff development team)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Makes systematic and frequent visits to classrooms, student areas, and activities. 	<ul style="list-style-type: none"> ▪ Walk-through supervision schedules ▪ School climate surveys (results and/or analysis)
<ul style="list-style-type: none"> ■ Interacts with students, parents, and staff in ways that enhance their support for the school. 	<ul style="list-style-type: none"> ▪ Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation) ▪ Faculty meeting agenda (Prof issues and Dev) ▪ Copy of professional growth plan ▪ Building level study teams (agendas) ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Agendas from leadership team meetings ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Supportive notes to or from staff or community ▪ Support of mentoring and induction program (membership on district k-12 staff development team)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Develops a shared vision of the school culture. 	<ul style="list-style-type: none"> ▪ Walk-through supervision schedules ▪ School climate surveys (results and/or analysis)
<ul style="list-style-type: none"> ■ Collects, shares and analyzes data regarding school culture. 	<ul style="list-style-type: none"> ▪ Copy of year's Staff Development Plan ▪ Faculty meeting agenda (Prof issues and Dev) ▪ Copy of professional growth plan ▪ Building level study teams (agendas) ▪ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas) ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Agendas from leadership team meetings ▪ Building wide assembly data to build climate: authors, speakers ▪ Keep an administrative journal of learning opportunities participated in/read and what was learned ▪ PLC meeting minutes ▪ Book study notes ▪ Supportive notes to or from staff or community ▪ Support of mentoring and induction program (membership on district k-12 staff development team) ▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures/schedules)

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

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 principal demonstrate competence on all descriptors. 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 a principal to provide all of the artifacts.

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none">■ Allocates resources to support the compliance of mandates and policies.■ Implements procedures and structures that support mandates.	<ul style="list-style-type: none">▪ Building expectations / rules posted▪ Student, faculty, substitute, and teacher handbook▪ Crisis plan▪ Staff memos – agendas▪ Fire marshal reports/fire and disaster drill records▪ Insurance audit of building▪ Regular meetings with maintenance staff; save agendas of those meetings▪ 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 documents▪ Budget management procedures collaboration (dates and documents)▪ In-service of new staff members (agendas)▪ Hiring rubric/questions▪ Building leadership team minutes▪ Staff meeting agendas▪ Student safety survey data results▪ School security/supervision schedules

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

Descriptors	Examples of Evidence/Artifacts
■ Uses a variety of methods and resources to recruit highly qualified staff.	<ul style="list-style-type: none"> ▪ Student, faculty, substitute, and teacher handbook ▪ Newsletters, web articles and other tech artifacts (blogs, wiki, etc.)
■ Follows district procedures for hiring staff.	<ul style="list-style-type: none"> ▪ Staff memos – agendas ▪ Phone log – email
■ Provides orientation and ongoing support for staff.	<ul style="list-style-type: none"> ▪ Minutes of faculty meetings, department head meetings ▪ In-service of new staff members (agendas) ▪ Hiring rubric/questions
■ Implements the district mentoring plan.	<ul style="list-style-type: none"> ▪ Schedule for interview process ▪ Staff meeting agendas

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

Descriptors	Examples of Evidence/Artifacts
■ Anticipates issues that may impact the learning environment.	<ul style="list-style-type: none"> ▪ Building expectations / rules posted ▪ Student, faculty, substitute, and teacher handbook ▪ Newsletters, web articles and other tech artifacts (blogs, wiki, etc.)
■ Uses knowledge of informal groups and relationships among staff to enhance the learning environment.	<ul style="list-style-type: none"> ▪ Crisis plan ▪ 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 ▪ Budget management procedures collaboration (dates and documents) ▪ In-service of new staff members (agendas) ▪ Building leadership team minutes ▪ Staff meeting agendas ▪ Student safety survey data results ▪ Instructional time schedules ▪ Student discipline logs ▪ School security/supervision schedules

3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates an understanding of budgetary policies and procedures.	<ul style="list-style-type: none"> ▪ Building expectations / rules posted ▪ Staff memos – agendas ▪ Physical plant management plan/walk through
■ Allocates resources, including technology, to optimize student learning.	<ul style="list-style-type: none"> ▪ Budget management procedures collaboration (dates and documents) ▪ In-service of new staff members (agendas)
■ Maintains day-to-day management of building budget.	<ul style="list-style-type: none"> ▪ Building leadership team minutes ▪ Staff meeting agendas

3e. Protects instructional time by designing and managing operational procedures to maximize learning.

Descriptors	Examples of Evidence/Artifacts
■ Develops building policies and procedures to minimize interruptions and distractions during the school day.	<ul style="list-style-type: none"> ▪ Building expectations / rules posted ▪ Student, faculty, substitute, and teacher handbook ▪ Crisis plan ▪ Staff memos – agendas
■ Develops a master schedule to optimize instruction and learning.	<ul style="list-style-type: none"> ▪ Fire marshal reports/fire and disaster drill records ▪ 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 ▪ Attendance/tardy procedures/expectations with consistently enforced consequences ▪ Minutes of faculty meetings, department head meetings ▪ Student (new and incoming) orientation documents ▪ Budget management procedures collaboration (dates and documents) ▪ In-service of new staff members (agendas) ▪ Building leadership team minutes ▪ Staff meeting agendas ▪ Instructional time schedules

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Demonstrates an awareness of district communication plan. 	<ul style="list-style-type: none"> ▪ Building expectations / rules posted ▪ Student, faculty, substitute, and teacher handbook ▪ Newsletters, web articles and other tech artifacts (blogs, wiki, etc.) ▪ Staff memos – agendas ▪ Phone log – email
<ul style="list-style-type: none"> ■ Gathers information and input from a variety of sources prior to communicating. 	
<ul style="list-style-type: none"> ■ Communicates accurate information to appropriate audience in a timely manner. 	
<ul style="list-style-type: none"> ■ Uses a variety of methods and resources to communicate with stakeholders. 	

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> 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)

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 principal demonstrate competence on all descriptors. 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 a principal to provide all of the artifacts.

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Involves students, families, and community members in the decision making process to enhance student achievement. 	<ul style="list-style-type: none"> ▪ Parent advisory committee minutes or agenda ▪ Parent volunteer list and recognition ceremony ▪ Junior Achievement/pictures of classes, sample lessons ▪ Building assistance teams (roster, agendas and minutes)
<ul style="list-style-type: none"> ■ Promotes collaborative opportunities to enhance student achievement. 	<ul style="list-style-type: none"> ▪ Log of referrals of students and families to community agencies ▪ Log of placements of students (SPED) in comm. agencies
<ul style="list-style-type: none"> ■ Builds partnerships with community groups to support school goals. 	<ul style="list-style-type: none"> ▪ Establish business partnerships to enhance collaboration in community (documentation) ▪ Job shadowing/internships (data) ▪ Collaboration with higher ed (documentation) ▪ Mentors (adults/students) (documentation) ▪ School to work (documentation) ▪ Social health teams (documentation) ▪ School-based health clinics on site (documentation) ▪ Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org. ▪ Career day brochure ▪ Teaming w/community agencies, YMCA, Mental Health (documentation) ▪ Observations of site council meetings & presentations to the Board of Directors (documentation) ▪ Data from P-T Conferences ▪ Family activity nights brochures

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Establishes system for school and stakeholders to communicate with one another. 	<ul style="list-style-type: none"> ■ Parent advisory committee minutes or agenda ■ Parent volunteer list and recognition ceremony ■ Junior Achievement/pictures of classes, sample lessons
<ul style="list-style-type: none"> ■ Collects and uses input/feedback from families and community for decision making. 	<ul style="list-style-type: none"> ■ School Web site hits ■ Log of referrals of students and families to community agencies ■ Log of placements of students (SPED) in comm. agencies
<ul style="list-style-type: none"> ■ Provides for skill development of family and community to support student learning. 	<ul style="list-style-type: none"> ■ Establish business partnerships to enhance collaboration in community (documentation) ■ Job shadowing/internships (data) ■ Collaboration with higher ed (documentation)
<ul style="list-style-type: none"> ■ Models equity in engaging stakeholders that represent the diversity of the school community. 	<ul style="list-style-type: none"> ■ Mentors (adults/students) (documentation) ■ School to work (documentation) ■ Social health teams (documentation) ■ School- based health clinics on site (documentation)
<ul style="list-style-type: none"> ■ Secures resources from the larger community to support school goals. 	<ul style="list-style-type: none"> ■ Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org. ■ Career day brochure ■ Teaming w/community agencies, YMCA, Mental Health (documentation) ■ Observations of site council meetings & presentations to the Board of Directors (documentation) ■ Data from P-T Conferences ■ Family activity nights brochures

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
<ul style="list-style-type: none"> ■ Collaborates with community agencies in planning to serve the needs of students and address barriers to student learning. 	<ul style="list-style-type: none"> ■ Parent advisory committee minutes or agenda ■ Building assistance teams (roster, agendas and minutes) ■ Log of referrals of students and families to community agencies ■ Log of placements of students (SPED) in comm. Agencies
<ul style="list-style-type: none"> ■ Provides structure to assist families in accessing appropriate community resources. 	<ul style="list-style-type: none"> ■ Social health teams (documentation) ■ School- based health clinics on site (documentation) ■ Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
<ul style="list-style-type: none"> ■ Accesses community, health, human and social resources available to students and families 	<ul style="list-style-type: none"> ■ Teaming w/community agencies, YMCA, Mental Health (documentation)

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
<ul style="list-style-type: none"> ■ Interacts with parents in ways that enhance their support for student learning. 	<ul style="list-style-type: none"> ▪ Parent advisory committee minutes or agenda ▪ Parent volunteer list and recognition ceremony ▪ Field trips – community support (dates and schedule of sites visited)
<ul style="list-style-type: none"> ■ Fosters responsibility among staff to provide welcoming culture for all. 	<ul style="list-style-type: none"> ▪ Building assistance teams (roster, agendas and minutes) ▪ School Web site hits
<ul style="list-style-type: none"> ■ Promotes respect for diversity; capitalizes on the diversity of the school community. 	<ul style="list-style-type: none"> ▪ Data from P-T Conferences ▪ Family activity nights brochures

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

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 principal demonstrate competence on all descriptors. 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 a principal to provide all of the artifacts.

5a. Demonstrates ethical and professional behavior.

Descriptors	Examples of Evidence/Artifacts
■ Adheres to state and federal mandates.	■ Establish a character education program in the school and document activities (documentation)
■ Adheres to board policies, district procedures, and contractual obligations.	■ Periodic assemblies that have role-plays and examples of good character (documentation)
■ Adheres to professional standards of behavior.	■ Provide speakers/programs for parents (documentation)
■ Treats people fairly and with respect.	■ Discipline referral sheets – showing same treatment
	■ Recognize those showing character (documentation)
	■ Culture fest to celebrate diversity (documentation)
	■ 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 (agendas and minutes)
	■ Building-wide management plan (done by all stakeholders)
	■ Student handbook (policies and procedures)
	■ Review of handbook to show implementing policies
	■ Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation)
	■ Evidence of participation in professional development (agendas and minutes)
	■ Personal written reflections
	■ Participation in developing/reviewing/updating instructional plans for diverse groups such as ILL, TAG, etc.
	■ Consistent, timely address of bullying/harassment issues documentation

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Portrays a positive attitude about the ability of staff and students to accomplish substantial goals. 	<ul style="list-style-type: none"> ■ Share character ed info on newsletters, websites and other technology to connect with parents and gain support (documentation) ■ Recognize those showing character (documentation)
<ul style="list-style-type: none"> ■ Supports major initiatives. 	<ul style="list-style-type: none"> ■ School calendar reflects many ethnic religious holidays based on school demo
<ul style="list-style-type: none"> ■ Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders. 	<ul style="list-style-type: none"> ■ Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation) ■ Observations or knowledge of community service work or participation (documentation) ■ Evidence of participation in professional development (agendas and minutes) ■ Personal written reflections ■ Participation in developing/reviewing/updating instructional plans for diverse groups such as Ill, TAG, etc. ■ Consistent, timely address of bullying/harassment issues documentation

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Remains aware of personal needs of teachers and staff. 	<ul style="list-style-type: none"> ■ Recognize those showing character (documentation) ■ Culture fest to celebrate diversity (documentation)
<ul style="list-style-type: none"> ■ Is informed about significant personal issues in the lives of teachers and staff. 	<ul style="list-style-type: none"> ■ Demographic rep on all school comm. And booster groups (agendas and minutes) ■ Review of handbook to show implementing policies
<ul style="list-style-type: none"> ■ Acknowledges significant events in the lives of teachers and staff. 	<ul style="list-style-type: none"> ■ Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation) ■ Evidence of participation in professional development (agendas and minutes) ■ Personal written reflections ■ Invite staff to complete evaluation of principal anonymously ■ Consistent, timely address of bullying/harassment issues documentation

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Stays aware of informal groups and relationships among teachers and staff. 	<ul style="list-style-type: none"> ■ Establish a character education program in the school and document activities (documentation) ■ Periodic assemblies that have role-plays and examples of good character (documentation)
<ul style="list-style-type: none"> ■ Models inclusive hiring practices. 	<ul style="list-style-type: none"> ■ Provide speakers/programs for parents (documentation) ■ Share character ed info on newsletters, websites and other technology to connect with parents and gain support (documentation)
<ul style="list-style-type: none"> ■ Models equity in engaging stakeholders. 	<ul style="list-style-type: none"> ■ Recognize those showing character (documentation) ■ Culture fest to celebrate diversity (documentation) ■ Provides multi-lingual newsletters and other school communications ■ School calendar reflects many ethnic religious holidays based on school demo ■ Student handbook (policies and procedures) ■ Review of handbook to show implementing policies ■ Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation) ■ Involve students in community service events, programs (documentation) ■ Evidence of participation in professional development (agendas and minutes) ■ Personal written reflections ■ Invite staff to complete evaluation of principal anonymously ■ Consistent, timely address of bullying/harassment issues documentation

5e. Is respectful of divergent opinions.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Maintains open and effective methods of communication. 	<ul style="list-style-type: none"> ■ Establish a character education program in the school and document activities (documentation)
<ul style="list-style-type: none"> ■ Encourages minority opinions to be heard. 	<ul style="list-style-type: none"> ■ Recognize those showing character (documentation) ■ Culture fest to celebrate diversity (documentation)
<ul style="list-style-type: none"> ■ Responds appropriately to school issues as they arise. 	<ul style="list-style-type: none"> ■ Provides multi-lingual newsletters and other school communications ■ School calendar reflects many ethnic religious holidays based on school demo ■ Demographic representation on all school committees and booster groups (agendas and minutes) ■ Building-wide management plan (done by all stakeholders) ■ Student handbook (policies and procedures) ■ Review of handbook to show implementing policies ■ Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation) ■ Evidence of participation in professional development (agendas and minutes) ■ Personal written reflections ■ Participation in developing/reviewing/updating instructional plans for diverse groups such as Ill, TAG, etc. ■ Invite staff to complete evaluation of principal anonymously ■ Consistent, timely address of bullying/harassment issues documentation

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

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 principal demonstrate competence on all descriptors. 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 a principal 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
<ul style="list-style-type: none"> ■ Participates in efforts to influence the political process related to education. 	<ul style="list-style-type: none"> ■ Meet monthly with curriculum director or building staff development team to plan staff development for teachers and self – log meeting notes and action
<ul style="list-style-type: none"> ■ Responds to community needs by supporting educational programs. 	<ul style="list-style-type: none"> ■ Active member of district curriculum committee (documentation) ■ Speaker at service club (Rotary) (documentation) ■ Share progress on district goals to P.T.O., P.A.C., etc
<ul style="list-style-type: none"> ■ Interacts with organizations to enhance their support for schools and programs. 	<ul style="list-style-type: none"> ■ Member of Sup Advisory Council (documentation) ■ Site-Council implementation at the building level (documentation) ■ Serves on Ed Committee for city chamber org. (documentation) ■ Communication with state legislators personally, in writing and by phone ■ Log of outside community resource agencies ■ Communication log – local/state decision makers ■ District committee agenda ■ Staff development plan indicating diversity agenda ■ Observations of participation in community forums, city council or Bd. of Directors mtgs. (documentation) ■ Write articles in newsletter or local paper, e.g., ed. issue ■ SIAC participation (agendas and minutes) ■ Staff development survey (documentation) ■ Work with DE, AEAs and other resources (agendas and minutes) ■ Serving on state boards, etc. (like SAI's Rep Council) (documentation)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Serves as liaison between educational community and broader community. 	<ul style="list-style-type: none"> ■ Member of Sup Advisory Council (documentation) ■ Culture Fest celebrating school/community diversity (documentation)
<ul style="list-style-type: none"> ■ Advocates for children and families in the larger community. 	<ul style="list-style-type: none"> ■ Site-Council implementation at the building level (documentation) ■ Serves on Ed Committee for city chamber org. (documentation) ■ Log of outside community resource agencies ■ Communication log – local/state decision makers ■ Notes of communication with the director of legal services ■ Guides staff in disaggregating data (documentation) ■ Use demographic data of community to establish student learning needs (documentation) ■ Observations of participation in community forums, city council or Bd. of Directors mtgs. (documentation) ■ Write articles in newsletter or local paper re: ed. Issue ■ SIAC participation (agendas and minutes) ■ Staff development survey (documentation) ■ Work with DE, AEAs and other resources (agendas and minutes) ■ Serving on state boards, etc. (like SAI's Rep Council) (documentation)

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

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Analyzes data to make decisions. 	<ul style="list-style-type: none"> ■ Meet monthly with curriculum director or building staff development team to plan staff development for teachers and self – log meeting notes and action
<ul style="list-style-type: none"> ■ Provides opportunities for input from all stakeholders. 	<ul style="list-style-type: none"> ■ Active member of district curriculum committee (documentation)
<ul style="list-style-type: none"> ■ Understands profile of and its relationship to global society. 	<ul style="list-style-type: none"> ■ Member of Sup Advisory Council (documentation) ■ Site-Council implementation at the building level (documentation)
<ul style="list-style-type: none"> ■ Infuses global understandings in program design and implementation. 	<ul style="list-style-type: none"> ■ District committee agenda ■ Staff development plan indicating diversity agenda ■ Guides staff in disaggregating data (documentation) ■ Use demographic data of community to establish student learning needs (documentation) ■ SIAC participation (agendas and minutes) ■ Staff development survey (documentation) ■ Work with DE, AEAs and other resources (agendas and minutes)

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

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

Job Responsibilities	Meets Standard	Does Not Meet Standard
Standard 1	<input type="radio"/>	<input type="radio"/>
Standard 2	<input type="radio"/>	<input type="radio"/>
Standard 3	<input type="radio"/>	<input type="radio"/>
Standard 4	<input type="radio"/>	<input type="radio"/>
Standard 5	<input type="radio"/>	<input type="radio"/>
Standard 6	<input type="radio"/>	<input type="radio"/>

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Continuous Improvement Recommendation (mark one)

Professional Growth Plan ☐

Remediation Target(s) ☐

Principal's 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)

35	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 learn 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: <input type="radio"/>	AEA/Regional: <input type="radio"/>	Peer: <input type="radio"/>	Other: <input type="radio"/>

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:				
Principal Comments:				

Signatures

Superintendent/Designee/Date _____ Principal/Date _____

SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION

TITLE:	Elementary/Middle/High School Principal
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 building(s) assigned to the Principal.
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. Vision

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- Develops communication strategies to inform stakeholders of progress toward the vision and mission of the district.

2. Culture and Instructional Program

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

3. Management

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.

- Manages fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

4. Collaboration

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Connects students and families to the health, human and social services they need to stay focused on learning.

5. Ethics

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

6. Learning Community

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about building/district issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.
- Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

Evaluation Process - Evaluation of Administrators - October 2010

(ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)

Best Practice

