Superintendent Leadership Performance Review:

A Systems Approach

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This model process is designed to promote a reflective conversation between school board members and their superintendent. This collaborative approach is for the purpose of improvement of performance of both the superintendent and the system so that student achievement increases.

Superintendent Evaluation: A Systems Approach

Introduction

The process of evaluating a superintendent is a very important tool in the entire improvement efforts of a school district. It defines expectations, enhances communication, prioritizes district goals and supports the board of education to focus its attention on holding the superintendent accountable for improving the achievement of all students.

Superintendent 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 superintendent and members of the board can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adapted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that superintendents 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 summative evaluation the law requires an annual formative assessment around the superintendent'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 Comprehensive School Improvement Plan, Individual Professional Development Plan attainment and other supporting documentation.

Operating Principles

A comprehensive superintendent evaluation process must:

1. **Link to academic, social and emotional growth for all students in the system.**
   Rationale: Multiple measures of all types of student learning must be included in the definition of accountability.

2. **Recognize the importance of a superintendent's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.**
   Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people's lives.

3. **Align with the six Iowa Standards for School Leaders (ISSL).**
   Rationale: Senate File 277, enacted by the 2007 Iowa Legislature, requires that superintendents be evaluated annually based on the six Iowa Standards for School Leaders.

4. **Have research-based criteria about effective superintendent behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.**
   Rationale: Standards of any kind are only effective if they meet propriety, utility, feasibility and accuracy measures. (Examples of multiple data sources are a superintendent self-assessment; a portfolio compiled by the superintendent; 360° feedback; the school improvement plan; artifacts that address previous goals, school board meeting agendas, etc.)

5. **Provide opportunities for personal and professional growth.**
   Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement. See Sample 2 (Individual Professional Development Plan) and Sample 3 (Remediation Form) in this packet.

6. **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.

7. **Connect the district's goals with its publics' vision for their schools.**
   Rationale: Goals cannot be developed in isolation; district goals must reflect the community's highest hopes for its public schools.

8. **Be intended to improve performance not prove incompetence.**
   Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. If a board is considering evaluation for the purposes of termination, other processes should be employed.

Suggested Timeline for Superintendent Evaluation

Suggested Timeline	Action
Late Spring	1. Superintendent and board clarify vision, mission and long-range plans for district. 2. Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	3. Superintendent creates Individual Professional Development goals based on district goals, which are measurable and doable in 12 months. The goals are mutually agreed to by the board/superintendent and shared with staff. 4. An Individual Professional Development Plan is developed by the superintendent in cooperation with the board to support his/her goals.
Fall	5. Board President and superintendent review evaluation process and forms with new board members following the election.
Quarterly or Early Winter	6. Superintendent makes interim progress reports to the board on district goals and Individual Professional Development Plan goals..
Spring	7. Superintendent completes a self-assessment including reflections and supporting artifacts and provides it to the board. 8. Individual board members complete evaluation forms and bring the forms to the board's evaluation session or send copies to the board president or board secretary to be compiled, according to district's procedures. 9. Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the superintendent following the meeting. The meeting must follow the provisions of Iowa's open meetings law Ch.21.5(a) or 21.5(i) and the advice of district's legal council. 10. The board's official evaluation document(s) is/are shared, clarified and discussed with the superintendent, following the open meetings/open records laws. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record (Sample 3). 11. A copy of the final written evaluation form is placed in the superintendent's personnel folder. 12. Iowa law requires that notification of a board's intent to terminate the contract of a superintendent occur by May 15.
Late Spring	13. Return to the beginning of the cycle.

Sample 1: Superintendent Evaluation Form

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 superintendent 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 superintendent 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
■ Identifies critical data elements with stakeholder groups (e.g., teacher leaders, principals, School Improvement Advisory Committee, Board, etc.).	▪ Board agendas/administrative team agendas ▪ Presentations to groups, including teachers (shareholders/ stakeholders) ▪ Comprehensive School Improvement Plan actions for Annual Progress Report
■ Ensures data-driven goals are set for the building and district teams.	▪ Board and administrative goals ▪ Growth goals for administrators ▪ Work with School Improvement Advisory Committee (SIAC) (documentation)
■ Participates in planning process to establish measurable goals with all stakeholders.	▪ "Observational" data from board, staff, etc. ▪ Comprehensive School Improvement Plan ▪ Evidence of annual review of district's mission statement and alignment to practice ▪ Opening day PowerPoint-type presentation ▪ Podcasts/video communicating district vision and accomplishments ▪ Iowa Core Curriculum – vision ▪ Collaborative sharing of programs, etc. (agendas and minutes)

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

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates knowledge of current research and best practice.	▪ Board agendas/administrative team agendas
	▪ Media – Newsletter/paper articles/Web site
	▪ Presentations to groups, including teachers (shareholders/ stakeholders)
■ Ensures staff has access to information and/or examples of current research and best practice.	▪ Comprehensive School Improvement Plan actions for Annual Progress Report
	▪ Board and administrative goals
	▪ Growth goals for administrators
■ Aligns goals with current research and best practice about high-quality instructional programs.	▪ Board policy and administrative policy enforcement that's reflective of a "new" vision with supporting materials
	▪ Participation on state, regional, national initiatives (documentation)
	▪ Comprehensive School Improvement Plan
■ Systematically engages stakeholders in discussions about current research and best practice.	▪ Communication "vehicles" that make the school vision visible to stakeholders including using technology
	▪ Opening day PowerPoint-type presentation
	▪ Podcasts/video communicating district vision and accomplishments
	▪ Collaborative sharing of programs, etc. (agendas and minutes)

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

Descriptors	Examples of Evidence/Artifacts
■ Holds administrative team to established expectations for teacher and student performance.	▪ Board agendas/administrative team agendas ▪ Media – Newsletter/paper articles/Web site ▪ Presentations to groups, including teachers (shareholders/stakeholders)
■ Works with stakeholders to establish expectations for teacher and student performance.	▪ Comprehensive School Improvement Plan actions for Annual Progress Report ▪ Board and administrative goals ▪ Growth goals for administrators
■ Communicates and discusses expectations for teaching and learning with stakeholders.	▪ Work with School Improvement Advisory Committee (SIAC) (documentation) ▪ "Observational" data from board, staff, etc. ▪ Comprehensive School Improvement Plan
■ Promotes the belief that all students will master rigorous academic standards.	▪ Evidence of annual review of district's mission statement and alignment to practice ▪ Communication vehicles, including using technology, that make the school vision visible to stakeholders
■ Facilitates goal setting to improve student achievement.	▪ Opening day PowerPoint-type presentation ▪ Podcasts/video communicating district vision and accomplishments ▪ Iowa Core Curriculum – vision ▪ Collaborative sharing of programs, etc. (agendas and minutes)

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

Descriptors	Examples of Evidence/Artifacts
■ Ensures building-level goals and action plans are consistent with district goals.	▪ Board agendas/administrative team agendas ▪ Comprehensive School Improvement Plan actions for Annual Progress Report
■ Ensures curriculum, instruction, and assessment alignment.	▪ Board and administrative goals ▪ Growth goals for administrators
■ Provides leadership for development of effective and meaningful school improvement plan.	▪ Board policy and administrative policy enforcement that's reflective of a "new" vision with supporting materials ▪ Work with School Improvement Advisory Committee (SIAC) (documentation) ▪ "Observational" data from board, staff, etc.
■ Makes decisions and allocates resources to support building and district goals.	▪ Comprehensive School Improvement Plan ▪ Evidence of annual review of district's mission statement and alignment to practice ▪ Opening day PowerPoint-type presentation ▪ Podcasts/video communicating district vision and accomplishments ▪ Iowa Core Curriculum – vision ▪ Economic vision (participation with community development groups) ▪ Collaborative sharing of programs, etc. (agendas and minutes)

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

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates understanding of the change process.	▪ Board agendas/administrative team agendas
	▪ Presentations to groups, including teachers (shareholders/stakeholders)
■ Systematically plans change efforts to improve student achievement.	▪ Comprehensive School Improvement Plan actions for Annual Progress Report
	▪ Board and administrative goals
■ Uses knowledge of the school, district and community environment to inform planning and actions.	▪ Growth goals for administrators
	▪ Board policy and administrative policy enforcement that's reflective of a "new" vision with supporting materials
	▪ Work with School Improvement Advisory Committee (SIAC) (documentation)
■ Allocates resources to support initiatives and change efforts.	▪ Participation on state, regional, national initiatives (documentation)
■ Supports staff during the change process.	▪ Comprehensive School Improvement Plan
	▪ Evidence of annual review of district's mission statement and alignment to practice
■ Garners staff and community support for change.	▪ Communication "vehicles" that make the school vision visible to stakeholders including using technology
	▪ Opening day PowerPoint-type presentation
■ Fosters a climate of shared leadership.	▪ Podcasts/video communicating district vision and accomplishments
	▪ Collaborative sharing of programs, etc. (agendas and minutes)

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

Descriptors	Examples of Evidence/Artifacts
■ Uses multiple means of communication to report district progress to share and help all stakeholders understand district progress. ■ Responds to stakeholder questions and/or concerns with information.	▪ Board agendas/administrative team agendas ▪ Presentations to groups, including teachers (shareholders/stakeholders) ▪ Comprehensive School Improvement Plan actions for Annual Progress Report ▪ Board and administrative goals ▪ Growth goals for administrators ▪ Board policy and administrative policy enforcement that's reflective of a "new" vision with supporting materials ▪ Work with School Improvement Advisory Committee (SIAC) (documentation) ▪ Participation on state, regional, national initiatives (documentation) ▪ Comprehensive School Improvement Plan ▪ Evidence of annual review of district's mission statement and alignment to practice ▪ Communication vehicles, including using technology, that make the school vision visible to stakeholders ▪ Opening day PowerPoint-type presentation ▪ Podcasts/video communicating district vision and accomplishments ▪ Collaborative sharing of programs, etc. (agendas and minutes)

Evidence:

Reflection:

Summary Rating

○ Meets Standard

○ Doesn't Meet Standard

Reflective Conversation: Possible questions board members could ask

Standard 1

The questions provided are meant to guide the discussion between the superintendent and the board. The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the district's initiatives, allocation of resources and student learning? (success? achievement?)
- How are you supporting the accomplishment of our district's vision?
- How does our student achievement data compare to others?
- What are the factors that you believe will impact our long-range vision?
- What is the approach you use to develop and sustain the district's vision?
- How widely known is the vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
- Does our vision reflect the culture and climate of our community?

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 superintendent 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 superintendent to provide all of the artifacts.

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

Descriptors	Examples of Evidence/Artifacts
■ Articulates a plan to improve/ sustain the desired climate and culture.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Reflective journals ▪ Written communications
■ Defines a set of core values, which reflect the desired climate and culture.	▪ Surveys of staff/community ▪ Meeting logs of times with administrative staff/support staff ▪ Symbolic "pins," other symbols – celebrations, etc. ▪ Reports and celebrations of student achievement to board and other audiences
■ Facilitates the assessment of implementation of the plan and alters as necessary based on data sources.	▪ Iowa Youth Survey results ▪ Log of school visits and presentations ▪ Monthly calendar ▪ Comprehensive School Improvement Plan ▪ ACT Student Satisfaction Survey
■ Fosters a climate in which every student is well known, respected and cared for.	▪ Distribution of research to administrative team and teachers ▪ Documentation of coaching and evaluation of principals ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Diversity training/awareness plan ▪ Bullying/harassment programs ▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Develops a structure that ensures all students and staff earn recognition for work well done.	▪ Log of school visits and conversations with staff (includes emails) ▪ Written communications ▪ Feedback from a wide variety of stakeholders about performance as the superintendent ▪ Surveys of staff/community ▪ Symbolic "pins," other symbols – celebrations, etc.
■ Communicates accomplishments of staff and students to district stakeholders.	▪ Student achievement data ▪ Reports and celebrations of student achievement to board and other audiences ▪ Iowa Youth Survey results ▪ Log of school visits and presentations ▪ Documentation of coaching and evaluation of principals ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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
■ Articulates desired effective teaching and learning experiences.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Reflective journals
■ Facilitates the utilization of effective current practices and new innovations.	▪ Agenda of learning experiences of administrative teams ▪ Written communications ▪ Meeting logs of times with administrative staff/support staff ▪ Student achievement data
■ Orchestrates processes to improve teaching and learning experiences.	▪ Linkage of Iowa Professional Development Model to student achievement goals (documentation) ▪ Evidence of teachers examining student achievement data ▪ Monthly calendar ▪ Written proposals for innovative practices
■ Facilitates the assessment of the results, which reflect the success of established processes.	▪ Distribution of research to administrative team and teachers ▪ Documentation of coaching and evaluation of principals ▪ Trends in Career Development Plan growth goals for teachers ▪ Administrative team book study (agendas and minutes) ▪ iPod audible book study ▪ Leadership library (documentation) ▪ ICC/national standards implementation plan ▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Agenda of learning experiences of administrative teams ▪ Written communications
■ Facilitates the collection of data related to curriculum, instruction and assessment.	▪ Feedback from a wide variety of stakeholders about performance as the superintendent ▪ Meeting logs of times with administrative staff/support staff
■ Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.	▪ Student achievement data ▪ Evidence of teachers examining student achievement data ▪ Iowa Youth Survey results ▪ Log of school visits and presentations
■ Ensures that a rigorous academic program is in place at each school.	▪ Comprehensive School Improvement Plan ▪ Written proposals for innovative practices ▪ Distribution of research to administrative team and teachers
■ Ensures that each student is engaged in a rigorous course of study.	▪ Documentation of coaching and evaluation of principals ▪ Trends in Career Development Plan growth goals for teachers ▪ Meaningful interpretive reports of student achievement data delivered in lay language
■ Ensures that the curricular program is aligned with assessment systems.	▪ Administrative team book study (agendas and minutes) ▪ Ipod audible book study ▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings
■ 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.)	

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

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates an understanding of and applies the Iowa Standards for School Leaders and Criteria.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Reflective journals
■ Maximizes district evaluation process to improve staff performance.	▪ Agenda of learning experiences of administrative teams ▪ Written communications ▪ Meeting logs of times with administrative staff/support staff
■ Initiates frequent conversations focused on continuous improvement.	▪ Reports and celebrations of student achievement to Board and other audiences ▪ Linkage of Iowa Professional Development Model to student achievement goals (documentation)
■ Initiates critical conversations about quality teaching.	▪ Evidence of teachers examining student achievement data ▪ Log of school visits and presentations ▪ Documentation of coaching and evaluation of principals ▪ Trends in Career Development Plan growth goals for teachers ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Administrative team book study (agendas and minutes) ▪ Iowa Core Curriculum/national standards implementation plan ▪ Diversity training/awareness plan ▪ Bullying/harassment programs ▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Allocates resources to provide ongoing, research-based professional development.	▪ Professional Development Plan ▪ Agenda of learning experiences of administrative teams ▪ Written communications
■ Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement.	▪ Feedback from a wide variety of stakeholders about performance as the superintendent ▪ Meeting logs of times with administrative staff/support staff ▪ Student achievement data ▪ Linkage of Iowa Professional Development Model to student achievement goals (documentation)
■ Solicits input from staff regarding professional development needs and planning.	▪ Evidence of teachers examining student achievement data ▪ Log of school visits and presentations ▪ Monthly calendar ▪ Comprehensive School Improvement Plan
■ Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.	▪ Written proposals for innovative practices ▪ Distribution of research to administrative team and teachers ▪ Trends in Career Development Plan growth goals for teachers ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings ▪ Iowa Core Curriculum/national standards implementation plan ▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Demonstrates an understanding of current research and theory regarding effective schools and leadership.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Reflective journals
■ Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.	▪ Agenda of learning experiences of administrative teams ▪ Written communications ▪ Feedback from a wide variety of stakeholders about performance as the superintendent ▪ Surveys of staff/community ▪ Meeting logs of times with administrative staff/support staff ▪ Student achievement data ▪ Linkage of Iowa Professional Development Model to student achievement goals (documentation) ▪ Written proposals for innovative practices ▪ Distribution of research to administrative team and teachers ▪ Documentation of coaching and evaluation of principals ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Administrative team book study (agendas and minutes) ▪ Attend state or national conference (agendas and minutes) ▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings ▪ Leadership library (documentation)

2h. Promotes collaboration with all stakeholders.

Descriptors	Examples of Evidence/Artifacts
■ Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.	▪ Professional Development Plan ▪ Log of school visits and conversations with staff (includes emails) ▪ Reflective journals ▪ Agenda of learning experiences of administrative teams
■ Provides time and opportunities for collaboration.	▪ Written communications ▪ Feedback from a wide variety of stakeholders about performance as the superintendent ▪ Surveys of staff/community
■ Provides meaningful opportunities for students to be engaged in school.	▪ Meeting logs of times with administrative staff/support staff ▪ Reports and celebrations of student achievement to board and other audiences
■ Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.	▪ Evidence of teachers examining student achievement data ▪ Log of school visits and presentations ▪ Monthly calendar ▪ Comprehensive School Improvement Plan ▪ Distribution of research to administrative team and teachers ▪ Meaningful interpretive reports of student achievement data delivered in lay language ▪ Administrative team book study (agendas and minutes) ▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings ▪ Iowa Core Curriculum/national standards implementation plan ▪ Agendas and minutes from "key communicator" – meetings in long-range planning committee from the community

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

Descriptors	Examples of Evidence/Artifacts
■ Develops and communicates a process for stakeholders to communicate with the administrator.	▪ Log of school visits and conversations with staff (includes emails)
	▪ Written communications
	▪ Feedback from a wide variety of stakeholders about performance as the superintendent
	▪ Surveys of staff/community
	▪ Meeting logs of times with administrative staff/support staff
	▪ Reports and celebrations of student achievement to board and other audiences
	▪ Log of school visits and presentations
	▪ Administrative team book study (agendas and minutes)
	▪ iPod audible book study
	▪ Attend state or national conference (agendas and minutes)
	▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings
	▪ Diversity training/awareness plan
	▪ Bullying/harassment programs
	▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Interacts with stakeholders in ways that enhance their support for the district.	▪ Professional Development Plan
	▪ Log of school visits and conversations with staff (includes emails)
■ Makes systematic and frequent visits to buildings, and school and community activities.	▪ Reflective journals
	▪ Agenda of learning experiences of administrative teams
	▪ Written communications
	▪ Feedback from a wide variety of stakeholders about performance as the superintendent
	▪ Surveys of staff/community
	▪ Meeting logs of times with administrative staff/support staff
	▪ Symbolic "pins," other symbols – celebrations, etc.
	▪ Reports and celebrations of student achievement to board and other audiences
	▪ Log of school visits and presentations
	▪ Monthly calendar
	▪ iPod audible book study
	▪ Attend state or national conference (agendas and minutes)
	▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings
	▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

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

Descriptors	Examples of Evidence/Artifacts
■ Develops a shared vision of the school culture.	▪ Professional Development Plan
	▪ Log of school visits and conversations with staff (includes emails)
■ Collects, shares and analyzes data regarding school cultures.	▪ Reflective journals
	▪ Agenda of learning experiences of administrative teams
	▪ Written communications
	▪ Feedback from a wide variety of stakeholders about performance as the superintendent
	▪ Surveys of staff/community
	▪ Symbolic "pins," other symbols – celebrations, etc.
	▪ Reports and celebrations of student achievement to Board and other audiences
	▪ Linkage of Iowa Professional Development Model to student achievement goals (documentation)
	▪ Iowa Youth Survey results
	▪ Log of school visits and presentations
	▪ Monthly calendar
	▪ Comprehensive School Improvement Plan
	▪ ACT Student Satisfaction Survey
	▪ Distribution of research to administrative team and teachers
	▪ Documentation of coaching and evaluation of principals
	▪ Administrative team book study (agendas and minutes)
	▪ iPod audible book study
	▪ Iowa Core Curriculum team attendance at AEA meeting, agendas of district ICC meetings
	▪ Leadership library (documentation)
	▪ ICC/national standards implementation plan
	▪ Diversity training/awareness plan
	▪ Bullying/harassment programs
	▪ Agendas and/or minutes from community planning meetings, including key communicators meetings

Evidence:	Summary Rating
	O Meets Standard
	O Doesn't Meet Standard
Reflection:	

Reflective Conversation: Possible questions board members could ask

Standard 2

The questions provided are meant to guide the discussion between the superintendent and the board. They are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- How do you monitor the culture and climate of the district? What are the key factors that you consider? Possible key factors to consider:
  1. Alignment of quality professional development for all staff
  2. Norms about professionalism
  3. Staff turnover analysis based on exit interviews
  4. Student discipline data
  5. Grievances
  6. Absentee rates (staff and students)
  7. Beginning teacher retention
  8. Staff honors/recognitions and student recognitions
  9. Open enrollment data
  10. Student sub-group profiles re: participation rates in activities
  11. Post-graduate surveys
  12. Student achievement data
  13. Student recognitions

- How do you support a culture where everything is focused on student achievement?
- How do you ensure a culture of equality and equity?
- What standards do you set for your professional development and growth?
- How do you tell if the resources we're investing in professional development make a difference in student achievement?
- What evidence can you provide that we're using the best research about quality professional development?

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 superintendent 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 superintendent to provide all of the artifacts.

3a. Complies with state and federal mandates and local board policies.	
Descriptors	**Examples of Evidence/Artifacts**
■ Ensures organizational compliance at all levels of local, state, and federal policies and mandates. ■ Explains local, state, and federal policies and mandates to stakeholders. ■ Allocates resources to support the compliance of local, state, and federal policies and mandates. ■ Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state, and federal policies and mandates.	▪ Administrative "calendar" – critical dates calendar (DE due dates, etc) and board presentation cycle/annual reports ▪ Department of Education site visit summative report ▪ Auditor's report ▪ Grants received/applied for – alignment to goals of the district; sustainability ▪ Induction plan of board members for understanding of school finance (confidence of board members' understanding) ▪ Academy of Board Learning Experiences (ABLE) meetings attended ▪ Enrollment plans ▪ Policies/procedures for management of funds ▪ "Categorical" funds/budgets ▪ Emergency/Crisis Plans ▪ Hiring process (guidelines, procedures, schedules) ▪ Employee handbooks ▪ Board meeting agendas ▪ School Comparisons Chart from Iowa Association of School Boards ▪ Administrative team meeting agendas ▪ Program evaluation and process result ▪ Staff recruitment plan ▪ Evidence of implementation of formal project management techniques ▪ Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation)

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.	▪ Administrative "calendar" – critical dates calendar (DE due dates, etc) and board presentation cycle/annual reports ▪ Department of Education site visit summative report
■ Develops district procedures for hiring staff and ensures the process is followed.	▪ Induction plan of board members for understanding of school finance (confidence of board members' understanding) ▪ Enrollment plans ▪ Hiring process (guidelines, procedures, schedules)
■ Ensures opportunities are provided for orientation, mentoring and ongoing support for staff.	▪ Employee handbooks ▪ Board meeting agendas ▪ Administrative team meeting agendas ▪ Program evaluation and process result ▪ Staff recruitment plan ▪ Evidence of implementation of formal project management techniques ▪ Student/staff training – conflict resolution plans

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

Descriptors	Examples of Evidence/Artifacts
■ Identifies issues with the potential to impact the district.	▪ Administrative "calendar" – critical dates calendar (DE due dates, etc) and board presentation cycle/annual reports
	▪ Department of Education site visit summative report
■ Develops plans to address the issues with the potential to impact the district.	▪ Auditor's report
	▪ Induction plan of board members for understanding of school finance (confidence of board members' understanding)
■ Uses appropriate methods to communicate plans.	▪ Academy of Board Learning Experiences (ABLE) meetings attended
	▪ Facility plans
	▪ Enrollment plans
	▪ Policies/procedures for management of funds
	▪ "Categorical" funds/budgets
	▪ Emergency/crisis plans
	▪ Hiring process (guidelines, procedures, schedules)
	▪ Employee handbooks
	▪ Board meeting agendas
	▪ School Comparisons Chart from Iowa Association of School Boards
	▪ Meeting records of conversations with business manager about fiscal health
	▪ "Second opinion" report about financial health of the district
	▪ Financial report card
	▪ Administrative team meeting agendas
	▪ Program evaluation and process result
	▪ "Green school" development plan
	▪ Collaboration/sharing incentives/opportunities for efficiency/ effective learning (documentation)
	▪ Plans to use technology for communication

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

Descriptors	Examples of Evidence/Artifacts
■ Allocates resources, including technology, to optimize student learning.	▪ Auditor's report
	▪ Grants received/applied for – alignment to goals of the district; sustainability
■ Implements and communicates effective budgetary policies and procedures.	▪ Induction plan of board members for understanding of school finance (confidence of board members' understanding)
	▪ Academy of Board Learning Experiences (ABLE) meetings attended
■ Assesses district facility needs and develops plan to meet those needs.	▪ Facility plans
	▪ Enrollment plans
	▪ Policies/procedures for management of funds
	▪ "Categorical" funds/budgets
	▪ Board meeting agendas
	▪ School Comparisons Chart from Iowa Association of School Boards
	▪ Meeting records of conversations with business manager about fiscal health
	▪ "Second opinion" report about financial health of the district
	▪ Financial report card
	▪ Administrative team meeting agendas
	▪ "Green school" development plan
	▪ Evidence of implementation of formal project management techniques
	▪ Student/staff training – conflict resolution plans
	▪ Collaboration/sharing incentives/opportunities for efficiency/ effective learning (documentation)
	▪ Plans to use technology for communication

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

Descriptors	Examples of Evidence/Artifacts
■ Develops a school calendar to optimize student learning.	▪ Administrative "calendar" – critical dates calendar (DE due dates, etc) and board presentation cycle/annual reports
	▪ Department of Education site visit summative report
■ Work with board to develop policies and procedures to optimize student learning.	▪ Emergency/crisis plans
	▪ Employee handbooks
	▪ Board meeting agendas
	▪ Administrative team meeting agendas
	▪ Program evaluation and process result
	▪ Collaboration/sharing incentives/opportunities for efficiency/ effective learning (documentation)
	▪ Plans to use technology for communication

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

Descriptors	Examples of Evidence/Artifacts
■ Ensures the development and maintenance of a district communication plan.	▪ Administrative "calendar" – critical dates calendar (DE due dates, etc.) and board presentation cycle/annual reports
	▪ Department of Education site visit summative report
■ Gathers information and input from a variety of sources prior to communicating.	▪ Auditor's report
	▪ Induction plan of board members for understanding of school finance (confidence of board members' understanding)
■ Communicates accurate information to appropriate audience(s) in a timely manner.	▪ Facility plans
	▪ Enrollment plans
	▪ Policies/procedures for management of funds
	▪ "Categorical" funds/budgets
	▪ Emergency/crisis plans
	▪ Hiring process (guidelines, procedures, schedules)
	▪ Employee handbooks
	▪ Board meeting agendas
	▪ Financial report card
	▪ Administrative team meeting agendas
	▪ Program evaluation and process result
	▪ Staff recruitment plan
	▪ Evidence of implementation of formal project management techniques
	▪ Student/staff training – conflict resolution plans
	▪ Collaboration/sharing incentives/opportunities for efficiency/ effective learning (documentation)
	▪ Plans to use technology for communication

Evidence:	Summary Rating
	○ Meets Standard
	○ Doesn't Meet Standard
Reflection:	

Reflective Conversation: Possible questions board members could ask

Standard 3

The questions provided are meant to guide the discussion between the superintendent and the board. They are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What strategies do you use to monitor the general operations of the district?
- How do you identify areas for improvement?
- How do you ensure that the district's general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How does our financial data compare to other schools of comparable size and demographics?
- How often do you have critical conversations with the business manager about the financial health and financial safeguards for the district?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the district?

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 superintendent 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 superintendent 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
■ Ensures the involvement of students, families and community members in the decision-making process to enhance student achievement.	▪ Meeting logs/minutes of task force meetings ▪ Level of volunteerism (documentation) ▪ Parent-teacher conference numbers ▪ Number of visits to Web site ▪ Community survey
■ Promotes collaborative opportunities to enhance district achievement.	▪ Needs assessments/satisfaction surveys/focus groups ▪ Election results that impact tax levies ▪ Written communications
■ Builds partnerships with community groups to support district goals.	▪ Data on outreach programs ▪ Collaborative partners (documentation) ▪ Advisory board minutes ▪ Parenting classes - numbers ▪ "House calls" – contact with parents and partners (documentation) ▪ Open houses (documentation) ▪ Membership and service to service clubs (documentation) ▪ Participation in youth-oriented organizations (documentation) ▪ Communications with parents ▪ Minutes of the School Improvement Advisory Committee meetings ▪ Civic group presentations ▪ Formal and informal community partnership agreements and plans ▪ Preschool – community partnership plans

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

Descriptors	Examples of Evidence/Artifacts
■ Establishes system for school and stakeholders to communicate with one another.	▪ Meeting logs/minutes of task force meetings ▪ Level of volunteerism (documentation) ▪ Parent-teacher conference numbers
■ Collects and uses input/ feedback from families and community for decision making.	▪ Number of visits to Web site ▪ Community survey ▪ Needs assessments/satisfaction surveys/focus groups ▪ Written communications
■ Provides for skill development of family and community to support student learning.	▪ Data on outreach programs ▪ Collaborative partners (documentation) ▪ Advisory board minutes
■ Models equity in engaging stakeholders that represent the diversity of the school community.	▪ Participation in 6-year plan for 8th graders (documentation) ▪ Parenting classes - numbers ▪ Inter-agency agreements ▪ "House calls" – contact with parents and partners (documentation)
■ Secures resources from the larger community to support school goals.	▪ Open houses (documentation) ▪ Membership and service to service clubs (documentation) ▪ Participation in youth-oriented organizations (documentation) ▪ Communications with parents ▪ Minutes of the School Improvement Advisory Committee meetings ▪ Civic group presentations ▪ Formal and informal community partnership agreements and plans ▪ Preschool – community partnership plans ▪ Adult learning opportunities (documentation)

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
■ Ensures process exists for connecting students and families to appropriate health and social services.	▪ Meeting logs/minutes of task force meetings ▪ Community survey ▪ Written communications ▪ Data on outreach programs ▪ Collaborative partners (documentation) ▪ Advisory board minutes ▪ Parenting classes - numbers ▪ Inter-agency agreements ▪ Membership and service to service clubs (documentation) ▪ Participation in youth-oriented organizations (documentation) ▪ Communications with parents ▪ Civic group presentations ▪ Formal and informal community partnership agreements and plans ▪ Preschool – community partnership plans

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
■ 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.	• Meeting logs/minutes of task force meetings • Parent-teacher conference numbers • Number of visits to Web site • Community survey • Needs assessments/satisfaction surveys/focus groups • Written communications • Data on outreach programs • Collaborative partners (documentation) • Advisory board minutes • Parenting classes - numbers • "House calls" – contact with parents and partners (documentation) • Open houses (documentation) • Membership and service to service clubs (documentation) • Participation in youth-oriented organizations (documentation) • Communications with parents • Minutes of the School Improvement Advisory Committee meetings • Civic group presentations • Formal and informal community partnership agreements and plans • Preschool – community partnership plans • Adult learning opportunities (documentation)

Evidence:	Summary Rating
	○ Meets Standard
	○ Doesn't Meet Standard
Reflection:	

Reflective Conversation: Possible questions board members could ask

Standard 4

The questions provided are meant to guide the discussion between the superintendent and the board. They are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What data do you have that indicates the level of meaningful parent involvement in their children's education?
- What steps have you taken to initiate community partnerships based on district goals? What are the results of the initiatives?
- How do you reach out to disengaged parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc.?
- What do you do to model to the families in our district a healthy balance between professional and personal responsibilities?

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 superintendent 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 superintendent to provide all of the artifacts.

5a. Demonstrates ethical and professional behavior.	
Descriptors	**Examples of Evidence/Artifacts**
■ Adheres to state and federal mandates.	▪ Record of solicitation of feedback
	▪ Customer satisfaction indices
■ Adheres to board policies, district procedures, and contractual obligations.	▪ Special Education delivery plan
	▪ Written recommendations on difficult issues
	▪ "Equity" district-wide program results
■ Adheres to professional standards of behavior.	▪ Character education program data
	▪ Affirmative Action Plan
	▪ Background checks verification
■ Treats people fairly and with respect.	▪ Notes from state officials
	▪ Advisory council minutes
	▪ Staff handbook
	▪ PBS – Positive Behavior Supports – control/theory/SAFE/ Olweus/CHAMPS implementation plans
	▪ Evidence of relationship building (notes, cards, e-mails, etc.)
	▪ Development of wikis, blogs, etc. to collect feedback on specific issues in the district
	▪ IHSAA sportsmanship data/ratings

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

Descriptors	Examples of Evidence/Artifacts
■ Portrays a positive attitude about the ability of staff and students to accomplish substantial goals. ■ Supports major initiatives. ■ Communicates and models ideals and beliefs about schooling, teaching and learning with stakeholders.	▪ Feedback from a variety of stakeholders ▪ Record of solicitation of feedback ▪ Customer satisfaction indices ▪ Special Education delivery plan ▪ Written recommendations on difficult issues ▪ "Equity" district-wide program results ▪ Character education program data ▪ Affirmative Action Plan ▪ Advisory council minutes ▪ PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans ▪ Evidence of relationship building (notes, cards, emails, tec.) ▪ Development of wikis, blogs, etc. to collect feedback on specific issues in the district ▪ IHSAA sportsmanship data/ratings

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

Descriptors	Examples of Evidence/Artifacts
■ Remains aware of personal needs of the staff. ■ Is informed about significant personal issues in the lives of the staff. ■ Acknowledges significant events in the lives of the staff.	▪ Feedback from a variety of stakeholders ▪ Record of solicitation of feedback ▪ Customer satisfaction indices ▪ "Equity" district-wide program results ▪ Background checks verification ▪ Staff handbook ▪ Coaches/activities handbook

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

Descriptors	Examples of Evidence/Artifacts
■ Practices equity in meeting district needs.	• Feedback from a variety of stakeholders • Customer satisfaction indices • Special Education delivery plan • Written recommendations on difficult issues • "Equity" district-wide program results • Character education program data • Affirmative Action Plan • Advisory council minutes • Staff handbook • Coaches/activities handbook • Evidence of relationship building (notes, cards, e-mails, etc.) • Development of wikis, blogs, etc. to collect feedback on specific issues in the district

5e. Is respectful of divergent opinions.

Descriptors	Examples of Evidence/Artifacts
■ Solicits the opinion of others.	• Feedback from a variety of stakeholders • Record of solicitation of feedback • Written recommendations on difficult issues • "Equity" district-wide program results • Affirmative Action Plan • Notes from state officials • Advisory council minutes • Staff handbook • Coaches/activities handbook • Evidence of relationship building (notes, cards, e-mails, etc.) • Development of wikis, blogs, etc. to collect feedback on specific issues in the district

Evidence:	Summary Rating
	O Meets Standard
	O Doesn't Meet Standard
Reflection:	

Reflective Conversation: Possible questions board members could ask

Standard 5

The questions provided are meant to guide the discussion between the superintendent and the board. They are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- How do you apply ethical decision-making with staff, students, parents and other stakeholders?
- How do you confront and resolve any ethical issue that arises re: interactions between staff, staff and students, students and students, board to board, board to school personnel, board to community?
- What strategies do you employ when dealing with ethical issues such as treating all kids equitably, ensuring that under-performing kids are given extra supports, creating a safe learning environment for all kids, etc.?
- How do you model integrity, fairness and ethical behavior?
- When have you drawn an ethical "line in the sand"?
- What evidence can you provide that your decisions are based on the "greater good" of all kids and the system?
- What values and beliefs are central to how you approach ethical dilemmas?
- What standards do you set for yourself for your own professional development and growth?

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 superintendent 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 superintendent 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
■ Participates in efforts for improved education through the political process. ■ Responds to community needs by supporting educational programs. ■ Interacts with organizations to enhance support for schools.	▪ Communication logs with legislators ▪ Agendas from meetings –Area Education Agency, Board meetings, meetings with legislators, etc. ▪ Participation in "non-school" initiatives, e.g., economic development, Chambers, Empowerment (documentation) ▪ Participation in professional associations such as School Administrators of Iowa and Iowa Association of School Boards (documentation) ▪ Participation in state-level task forces (documentation) ▪ Involvement with community colleges, institutions of higher education, post-secondary institutions (documentation) ▪ Inter-Agency agreements ▪ Involvement with "school safety" organizations (documentation) ▪ AEA schools collaboration (agendas and minutes) ▪ Conference association (agendas and minutes) ▪ Participation in social/fraternal organizations (documentation) ▪ Work with city council on city/school initiatives (documentation)

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

Descriptors	Examples of Evidence/Artifacts
■ Serves as educational liaison to the community. ■ Advocates for children and families in the larger community.	• Communication logs with legislators • Participation in "non-school" initiatives, e.g., economic development, Chambers, Empowerment (documentation) • Participation in professional associations such as School Administrators of Iowa and Iowa Association of School Boards (documentation) • Participation in state-level task forces (documentation) • Involvement with community colleges, institutions of higher education, post-secondary institutions (documentation) • Inter-agency agreements • Participation in social/fraternal organizations (documentation) • Work with city council on city/school initiatives (documentation)

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

Descriptors	Examples of Evidence/Artifacts
■ Assesses needs and analyzes data before making decisions. ■ Provides opportunities for input from all stakeholders. ■ Understands community profile and its relationship to global society. ■ Ensures the infusion of global understandings in program design and implementation.	• Agendas from meetings –Area Education Agency, Board meetings, meetings with legislators, etc. • Participation in "non-school" initiatives, e.g., economic development, Chambers, Empowerment (documentation) • Participation in state-level task forces (documentation) • Inter-agency agreements • Involvement with "school safety" organizations (documentation) • Participation in social/fraternal organizations (documentation) • Work with city council on city/school initiatives (documentation)

Evidence:	Summary Rating
	O Meets Standard
	O Doesn't Meet Standard
Reflection:	

Reflective Conversation: Possible questions board members could ask

Standard 6

The questions provided are meant to guide the discussion between the superintendent and the board. They are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What service providers are we working with or networking with, and what is the impact of those efforts?
- What steps are you taking to collaborate with other districts, institutions and organizations, and on what issues?
- What steps are you taking to ensure that our students and organization will be prepared for the changing demographics of our state and nation?
- What examples of your efforts to advocate for our district, all students and for education can you give us?

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

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

Significant Achievements:

Areas for Growth:

Superintendent Comments:

School Board President Comments:

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

Superintendent's Signature: _____ Date: _____

Evaluation Period: 20_____ to 20_____

Board President's Signature: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively by administrator and supervisor

Name: _____ School: _____ District: _____ AEA: _____

District or Building Focus

STEP 1 *General* **District Goal Area** (from CSIP or other improvement plan) If using a goal area not included in a plan, include data to show need for focusing leadership in this area.

STEP 2 *Specific* **School or District Goal** (for above general goal area)

STEP 3 **Specific Leadership Goals*** (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

STEP 4 **Learning Goals*** (1-3 things the administrator will 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: O   AEA/Regional: O   Peer: O   Other: O

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 board. 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 Comments:

Board President Comments:

Signatures

Superintendent/Date _____   Board President/Date _____

JOB DESCRIPTION

TITLE: Superintendent of Schools

JOB GOAL: To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.

QUALIFICATIONS:

1. Three years of experience in teaching and three years' experience in school administration totaling at least six years.

2. An earned master's degree with a major in educational administration; preferably, completion of one year of graduate work beyond the master's degree.

3. A valid license issued by the State Board of Education with a Superintendent/Area Education Agency Administrator endorsement.

4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Board of Education

SUPERVISES: Directly or indirectly, every district employee.

CLASSIFICATION: Exempt

Professional Responsibilities and Examples of Duties:

1. **A superintendent is an educational leader who 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.**

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

2. **A superintendent is an educational leader who 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.**

   a. Provides leadership for assessing, developing and improving climate and culture.
   b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
   c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
   d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

e. Evaluates staff and provides ongoing coaching for improvement.
f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
h. Promotes collaboration with all stakeholders.
i. Is easily accessible and approachable to all stakeholders.
j. Is highly visible and engaged in the school community.
k. Articulates the desired school culture and shows evidence about how it is reinforced.

3. **A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.**

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

4. **A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

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

5. **A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and an ethical manner.**

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

6. **A superintendent is an educational leader who promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economical, legal and cultural context.**

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

7. **This job description is subject to change, and in no manner implies that the superintendent**

performs only the responsibilities and duties listed herein. The superintendent must perform these and other duties as may be assigned by the board, both consistent with local board policies and the Iowa Code.

Working Conditions Include:
1. Extremes of temperature and humidity.
2. Use of and potential dangers associated with stairs.
3. Exposure to and possible repercussions of communicable diseases.
4. Occasional travel.
5. Occasional interaction with unruly students.
6. Regular evening and weekend work.
7. Considerable telephone contact and paperwork.
8. Regular requirement of bending, carrying, climbing, driving, lifting, pushing, pulling, reaching, sitting, standing, walking, reading, communicating, seeing, hearing.

Terms of Employment:
Twelve months a year. Salary and benefits to be set by the board.

Evaluation:
Performance of this job will be evaluated in accordance with board policy, including progress on annual job targets as set by the superintendent and board.

Approved by: _____ Date _____

Evaluation Process - Evaluation of Administrators - October 2010
(ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
Best Practice

Superintendent or Evaluator

Beginning Administrator

Administrator with Professional License

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

No Baseline Evaluation

Baseline Evaluation on file

Summative Evaluation based on ISSL

Meets or exceeds ISSL

Does not meet ISSL

Meets or exceeds ISSL

Does not meet ISSL

Meets or exceeds ISSL

Does not meet ISSL

IPDP and ongoing formative assessment

Remediation Action Plan

Professional Administrator License issued after 1st or 2nd year

Does not receive Professional Administrator License

IPDP and ongoing formative assessment

Remediation Action Plan

Summative Evaluation every 3 years

At completion, meets or exceeds ISSL

Does not meet ISSL

IPDP and ongoing formative assessment

Summative Evaluation every 3 years

Summative Evaluation every 3 years

At completion, meets or exceeds ISSL

Does not meet ISSL

IPDP and ongoing formative assessment

Counseled out of administration

Summative Evaluation every 3 years

IPDP and ongoing formative assessment

Counseled out of administration

Summative Evaluation every 3 years

Summative Evaluation every 3 years