Professional Growth System for Administrators

As professionals of the College Community School District, we use best practices, share learning with others, and study the effects on student achievement.

Mission: To Ensure Quality Learning Today for Tomorrow

Revised September 2020

Introduction

Senate File 2284, enacted by the 2012 Iowa Legislature, requires that School administrators must receive a summative evaluation annually. School districts may use the procedures, documents, and processes previously used in summative evaluations since 2007, but these must be applied annually rather than every three years. The annual summative evaluation requires documentation of competence on the six Iowa Standards for School Leaders (ISSL) standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Professional Learning Plan (PLP) attainment, and other supporting documentation.

The College Community School District believes that all administrators should be committed to ongoing professional development and continuous professional growth. The purpose of the professional growth system is to enhance individual and collaborative professional reflections and to expand our capacity to implement research-based practices in school leadership. The system for professional growth includes both a standards based assessment and personal professional growth plan. The standards based component of the evaluation aligns with the Iowa Standards for School Leaders. The system includes three cycles of performance growth. The Probation Cycle is to be used with administrators new to the profession or new to the District. The Career Development Cycle is to be used with administrators who have successfully completed their probation period with the district. It focuses on personal professional growth and development through the completion of challenging professional goals and/or objectives. The Performance Improvement Cycle is available for use with non-probationary administrators identified by the supervisor as needing assistance.

The CCSD Google Site with this document and other resources can be found at:
2020-2021 Admin PLP Template

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Operating Principles

College Community School District's comprehensive administrator performance review process:

1. Aligns with the Iowa School Leadership Standards and Criteria

Rationale:

>The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building administrators.

2. Is intended to acknowledge strengths and improve performance.

Rationale:

>An effective evaluation process is predicated on a spirit of providing feedback for growth.

3. Connects 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. Recognizes the importance of an administrator's role in improving the culture of the learning Community.

Rationale:

>Research is very clear that the quality of leadership in a building/department has a direct correlation to positive relationships and the achievement levels of all learners.

5. Has a research-based criterion about effective administrator behaviors that are substantiated by measurable data from multiple sources, and are legal, feasible, accurate, and useful.

Rationale:

>Examples may include self-assessment, an e-portfolio compiled by the administrator, survey feedback, the school improvement plan, artifacts that address established goals, and collaborative learning, coaching and demonstration.

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

Rationale:

>Evaluation processes must consider the moral purpose of the whole profession and be oriented toward continuous improvement.

7. Is ongoing and connected to school improvement goals.

Rationale:

An evaluation is a process, not a once a year conversation, and must be connected to Building Improvement plans and district Comprehensive School Improvement plans.

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

Rationale:

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

# Detailed Chart of the Administrator PLP and Evaluation Timeline

Dates	Comprehensive Evaluations *New to the Profession (2 years) &* *New to CCSD Administrators with prior experience (1 year)*	Annual Evaluation *Veteran Administrators*	Iowa Leadership Standards & District Focus Connections
Beginning of Year July-October	**Write PLP** ● Student achievement goal and upload SIP ● Create 1-3 professional learning goals aligned with SIP ● Describe actions to achieve goal(s) ● Write 1st reflection in PLP and select benchmarks related to Standards 1& 4 to discuss **Focused conversations with supervisor**	**Write PLP** ● Student achievement goal and upload SIP ● Create 1-3 professional learning goals aligned with SIP ● Describe actions to achieve goal(s) ● Write 1st reflection in PLP and select benchmarks related to Standards 1& 4 to discuss **Focused conversations with supervisor**	Standard 1—Shared Vision Standard 4—Family and Community CCSD Strategic Plan Connections: Focus 1, 3, & 4
Middle of Year November-February	**Pre-Observation Meeting** ● Write 2nd PLP reflections ● Prior to focus conversation, select artifacts or evidence that is connected to your action plan and goals(s) in PLP ● Briefly discuss standards 2 and 3 as they relate to your work in reflection ● Discuss anticipated observation (share plan of observed activity) **Observation & Post-Observation Meeting**	**Focused conversations with supervisor** ● Write 2nd PLP reflections ● Prior to focus conversation, select artifacts or evidence that is connected to your action plan and goals(s) in PLP ● Briefly discuss standards 2 and 3 as they relate to your work in reflection ● Discuss anticipated observation (share plan of observed activity) **Focused conversations with supervisor**	Standard 2—Culture of Learning Standard 3—Management CCSD Strategic Plan Connections: Focus 1, 2, & 3
March-May	**Pre-Observation Meeting** ● Write 3rd PLP reflections ● Prior to focus conversation, select artifacts or evidence that is connected to your action plan and goals(s) in PLP ● Briefly discuss standards 2. 5 &6 as they relate to your work in reflection ● Discuss anticipated observation (share plan of observed activity) **Observation & Post Observation Meeting**		Standard 2—Culture of Learning Standard 5—Ethics Standard 6—Societal Context CCSD Strategic Plan Connections: Focus 1, 2, and 4
June	**Focus Conversation** ● Write 4th reflection in PLP ● Include final reflection on goal(s) and year ● Complete comprehensive evaluation paperwork (long form) and submit it to HR by **June 30th**.	**Focus conversation** ● Write 3rd reflection in PLP ● Include discussion of your work as it relates to standards 2, 5, & 6 ● Include final reflection on goal(s) and year ● Complete final evaluation paperwork and submit to HR by **June 30th**	

Creating Your Administrator PLP Google Site

1. Open your Google account

2. Go to your **Google Sites** page

3. Toward the right side of the "Recent Sites", click the drop down menu and select "**Owned by Anyone**"

4. Select the "**2020-2021 Admin PLP & Evaluation Template**" option

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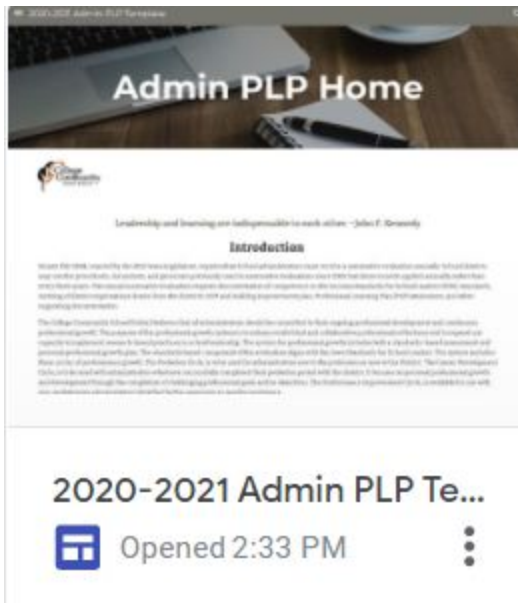
5. On the next screen, **click the three dots** next to "Publish" at the top right of the page:

2020-2021 Admin PLP Tem...   All changes saved in Drive   Publish
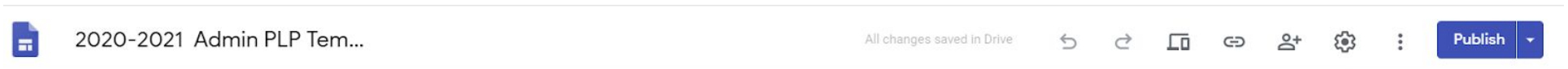
7. Click "**Duplicate Site**"
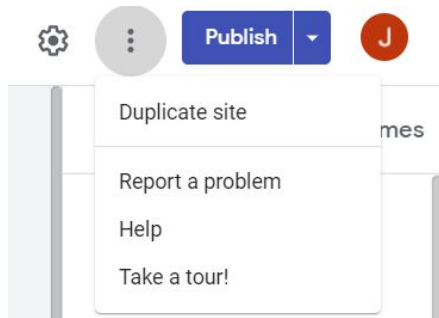
8. When the new pop up window appears, where it says File Name **"Copy of 2020-2021 Admin PLP & Evaluation Template", type in your name**.

    1. For example, **"Jeri Moritz: 2020-2021 Admin PLP Template"**
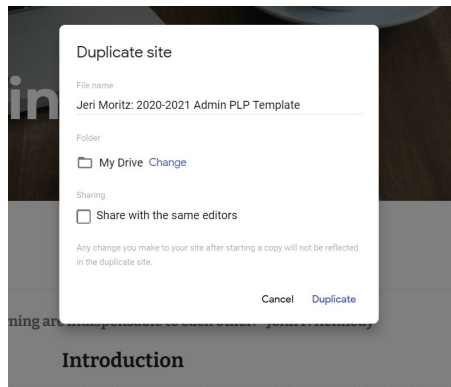
9. It should indicate that the Folder is My Drive.

10. Click the "**Duplicate**" button at the bottom right of the window.

Duplicate site

File name

Jeri Moritz: 2020-2021 Admin PLP Template

Folder

📁 My Drive Change

Sharing

☐ Share with the same editors

Any change you make to your site after starting a copy will not be reflected
in the duplicate site.

Cancel   Duplicate

11. Remember to share your new Google site with your evaluator.

Comprehensive Evaluation
First Year and New to the District Administrators

The goal of this evaluation schedule is to provide a structure of support and development to ensure that our administrators meet the competency level set by the state and district.

Expectations for the Administrator:

- Conduct a planning conference with the supervisor to establish goals and objectives by the end of October of the evaluation year.

- Participate in a minimum of two conferences with the supervisor to be scheduled during the evaluation period to reflect on and review progress toward goals.

- Schedule two formal observations/visitations with pre and post conferences with the supervisor.

- Collect and share data and artifacts related to the accomplishment of goals and objectives during formal and informal conferences and professional dialogues.

- Participate in regularly scheduled administrative learning, peer coaching and reflective activities and update professional reflection on the web-based Professional Learning tool (PLP tool) as directed by evaluator.

- Conduct a final conference with the supervisor no later than June 30 to review and reflect on progress, achievements, continued development, desires or needs based on the outcomes of the performance period.

- The administrator should reflect on their personal learning goals and alignment with the leadership standards.

- The administrator may use critical artifacts that are aligned with the standards and personal learning goals to support the final reflection.

Expectations for the Evaluator:

- Conduct a planning conference with the administrator to establish goals and objectives for the evaluation period by the end of October of the evaluation year.

- Participate in a minimum of two conferences with the administrator to be scheduled during the evaluation period to reflect

on and review progress toward goals.

- Formally observe/visit the administrator a minimum two times a year.

- These observations should be evenly distributed between the first goal setting conference and June 1st. The observations/visitations should focus on researched-based leadership behaviors including but not limited to facilitating professional development, cultivating distributive leadership, coaching and evaluating teachers.

Outline of the Two Visits:

First visit: Professional Learning

- Pre-conference with administrator while planning PL or to discuss PL plans

- Observation of the administrator facilitating a group process to enhance school improvement or determined by the evaluator.

- Post Conference

Second Visit: To be an observation of either a PL facilitation or determined by the evaluator.

- Provide the administrator with appropriate and timely feedback, resources and guidance to assist him/her in achieving goals and objectives.

- Collect data through informal observations

- Complete the evaluation form no later than June 30.

- The signed and dated document will be filed in the district's personnel file.

Planning Conferences:

- Review the evaluation process and the expectations for both the employee and supervisor.

- Review expectations that are aligned with the Iowa standards for School Leaders.

- Discuss measurement for success using CCSD's professional reflective rubric (USE) and the SMART goal design.

- Review the data collection and artifact options during the evaluation year.

- Establish a timeline for regular communication and feedback.

Summative Process:

The annual formal summative evaluation reports the administrator's performance according to the Iowa Standards for School Leaders will be completed by June 30. A summative evaluation report should include evidence of progress aligned with all standard areas as outlined in the district summative evaluation instruments. Such evidence should include formal and informal observations, data collection and documentation, and feedback between the supervisor and employee.

Administrator Comprehensive Summative Evaluation (Long Form)

Editable Comprehensive Summative Evaluation Long Form Google Doc Link

STANDARD #1: An administrator 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. (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 an administrator demonstrates competence on all descriptors.

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

- Participates in the planning process to establish measurable goals with all stakeholders.
- Collects a variety of types of data in student learning to guide goal development.
- Uses an established procedure to collaboratively analyze and interpret data.
- Ensures that a comprehensive planning process is in place and followed.

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

- Demonstrates knowledge of current research and best practice.
- Provides staff with information and/or examples of current research and best practices.
- Builds goals based on current research and best practice about high quality instructional programs. Systematically engages teachers and staff in discussions about current research and theory.

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

- Demonstrates understanding of the district's vision and goals.
- Makes decisions and allocates resources to support building and district goals.
- Maintains a focus on the implementation of the district's vision and goals.
- Supports the district's initiatives.

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

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

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

- Demonstrates understanding of the change process.
- Systematically plans change efforts to improve student achievement.
- Uses knowledge of the school, district and community environment to inform planning and actions.
- Allocates resources to support initiatives and change efforts.
- Supports staff during the change process.
- Garners staff and community support for change.
- Fosters a climate of shared leadership.

Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify.

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

- Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
- Responds to stakeholder questions and/or concerns with information.

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

STANDARD #1: An administrator 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. (Shared Vision)

Evidence:
Reflection:

Standard #1 Summary Rating

Meets the standard

Does not meet the standard

STANDARD #2: An administrator 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. (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 an administrator demonstrates competence on all descriptors.

2a. Provides leadership for assessing, developing and improving climate and culture.
- Facilitates collaborative development of culture and climate goals.
- Provides and enforces clear structure, rules, and procedures for teachers, staff, and students.
- Collects data regarding school climate.
- Works with stakeholders in the development of an action plan to accomplish goals.
- Fosters a climate in which every student is well known, respected, and cared for.

2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- Develops a structure that ensures all students and staff earn recognition for work well done.
- Communicates accomplishments of staff and students to district stakeholders.

2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- Uses observation feedback to assist teachers in the development of effective teaching strategies.
- Provides conceptual guidance for teachers regarding effective classroom practice.

2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
- Facilitates the collection of data related to curriculum, instruction and assessment.
- Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
- Ensures that a rigorous academic program is in place at the school.
- Ensures that each student is engaged in a rigorous course of study.
- Ensures that the curricular program is aligned with assessment systems.

- Ensures that the curricular program is aligned across grades and levels of schooling.
- Ensures that the regular and special programs (special education, English as a second Language, etc.) are aligned.

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

- Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation.
- Maximizes district evaluation process to improve staff performance.
- Initiates critical conversations about quality teaching.

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

- Allocates resources to provide ongoing, job-embedded professional development.
- Ensures alignment between professional development and improved student learning.
- Exposes teachers and staff to cutting-edge ideas about effective practices.
- Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.
  Artifact: Involve teachers and staff in reading articles and books about effective practices.

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

- Stays informed about current research and theory regarding effective schooling and quality instructional programs.
- Builds a professional growth plan based on school district needs, the school improvement plan, and data on student performance.

2h. Promotes collaboration with all stakeholders.

- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
- Provides time and opportunities for collaboration.
- Provides meaningful opportunities for students to be engaged in school.
- Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.

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

- Develops effective means for stakeholders to communicate with administrators.

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

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

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

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school cultures.

STANDARD #2: An administrator 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. (Culture of Learning)

Evidence:
Reflection:

Standard #2 Summary Rating

☐   Meets the standard

☐   Does not meet the standard

STANDARD #3: An administrator is an educational leader who 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 an administrator demonstrates competence on all descriptors.

3a. Complies with state and federal mandates and local board policies.
- Demonstrates awareness of local, state, federal policies and mandates to promote student achievement.
- Allocates resources to support the compliance of mandates and policies.
- Implements procedures and structures that support mandates.

3b. Recruits, selects, inducts, and retains staff to support quality instruction.
- Uses a variety of methods and resources to recruit highly qualified staff.
- Follows district procedures for hiring staff.
- Provides orientation and ongoing support for staff.
- Implements the district mentoring plan.

3c. Addresses current and potential issues in a timely manner.
- Anticipates issues that may impact the learning environment.
- Uses knowledge of informal groups and relationships among staff to enhance the learning environment.

3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- Demonstrates an understanding of budgetary policies and procedures.
- Allocates resources, including technology, to optimize student learning.
- Maintains day-to-day management of building budget.

3e. Protects instructional time by designing and managing operational procedures to maximize learning.
- Develops building policies and procedures to minimize interruptions and distractions during the school day.
- Develops a master schedule to optimize instruction and learning.

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

- Demonstrates an awareness of the district communication plan.
- Gathers information and input from a variety of sources prior to communicating.
- Communicates accurate information to appropriate audiences in a timely manner.
- Uses a variety of methods and resources to communicate with stakeholders.

STANDARD #3: An administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Management)

Evidence:
Reflection:

Standard #3 Summary Rating

☐ Meets the standard

☐ Does not meet the standard

STANDARD #4: An administrator 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. (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 an administrator demonstrates competence on all descriptors.

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

- Involves students, families, and community members in the decision making process to enhance student achievement.
- Promotes collaborative opportunities to enhance student achievement.
- Builds partnerships with community groups to support school goals.

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

- Establishes a system for school and stakeholders to communicate with one another.
- Collects and uses input/feedback from families and community for decision making.
- Provides for skill development to family and community to support student learning.
- Models equity in engaging stakeholders that represent the diversity of the school community.
- Secures resources from the larger community to support school goals.

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

- Collaborates with community agencies in planning to serve the needs of students and address barriers to student learning.
- Provides structure to assist families in accessing appropriate community resources.
- Accesses community, health, human and social resources available to students and families

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

- Interacts with parents in ways that enhance their support for student learning.
- Fosters responsibility among staff to provide welcoming culture for all.
- Promotes respect for diversity; capitalizes on the diversity of the school community.

STANDARD #4: An administrator 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. (Family and Community)

Evidence:
Reflection:

Standard #4 Summary Rating

☐   Meets the standard

☐   Does not meet the standard

STANDARD #5: An administrator is an educational leader who 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 an administrator demonstrates competence on all descriptors.

5a. Demonstrates ethical and professional behavior.
- Adheres to state and federal mandates.
- Adheres to board policies, district procedures, and contractual obligations.
- Adheres to professional standards of behavior.
- Treats people fairly and with respect.

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

5c. Fosters and maintains caring professional relationships with staff.
- Remains aware of personal needs of teachers and staff.
- Is informed about significant personal issues in the lives of teachers and staff.
- Acknowledges significant events in the lives of teachers and staff.

5d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- Stays aware of informal groups and relationships among teachers and staff.
- Models inclusive hiring practices.
- Models equity in engaging stakeholders.

5e. Is respectful of divergent opinions.
- Maintains open and effective methods of communication.
- Encourages minority opinions to be heard.
- Responds appropriately to school issues as they arise.

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

Evidence:
Reflection:

Standard #5 Summary Rating

☐ Meets the standard

☐ Does not meet the standard

STANDARD #6: An administrator 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, 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 an administrator demonstrates competence on all descriptors.

6a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- Participates in efforts to influence the political process related to education.
- Responds to community needs by supporting educational programs.
- Interacts with organizations to enhance their support for schools and programs.

6b. Advocates for the welfare of all members of the learning community.
- Serves as liaison between the educational community and broader community.
- Advocates for children and families in the larger community.

6c. Designs and implements appropriate strategies to reach desired goals.
- Analyzes data to make decisions.
- Provides opportunities for input from all stakeholders.
- Understands profile of and its relationship to global society.
- Infuses global understandings in program design and implementation.

STANDARD #6: An administrator 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, economic, legal, and cultural context. (Societal Context)

Evidence:
Reflection:

Standard #5 Summary Rating

☐ Meets the standard

☐ Does not meet the standard

OVERALL SUMMARY

[Check (√) one in each row]

Job Responsibilities	Meets the Standard	Does not meet the Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Administrator Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

_____Professional Growth Plan and Annual Review

_____Remediation Target(s)

==

Administrator's Signature: _____ Date: _____

Superintendent or Designee: _____ Date: _____

Annual Career Development Cycle

Administrators with Two or More Years of District Experience

New administrators who have successfully completed the first two years of employment with the district and administrators with prior experience who successfully complete one year of employment will be evaluated annually using a professional growth model. This will allow the development and completion of both short and long term professional goals. The goals may be an annual goal or a goal that spans for multiple years. The evaluation cycle will include reflection and documentation of performance based on the Iowa Standards for School Leaders (ISSL) and be recorded in the district's web-based tool called Professional Learning Plan.

Expectations for the Administrator:

- Conduct a planning conference by the end of October of the evaluation year.

- Participate in a minimum of two conferences with the supervisor to be scheduled during the evaluation period to reflect on and review progress toward goals.

- Collect data related to the accomplishment of goals and objectives and share reflection with the supervisor.

- Participate in regularly scheduled administrative learning, peer coaching and reflective activities and update professional reflection on the web-based Professional Learning tool (PLP tool) as directed by evaluator.

- Conduct a final conference with the supervisor no later than June 30 to review and reflect on progress, achievements, continued development, desires or needs based on the outcomes of the performance period. The administrator may use critical artifacts that are aligned with the standards and learning goals to support the final reflection. The school administrator should complete his/her final reflection on the web-based PLP tool, limited to one page. The evaluator will complete his/her reflection and feedback on the PLP tool no later than June 30 while using the admin.

Expectations for the Evaluator:

- Conduct a planning conference with the administrator to establish goals and objectives.

- Conduct a minimum of two conferences during the evaluation period with the administrator to review and discuss evidence based progress and professional learning plans.

- Informally observe/visit the administrator throughout the year. These observations/visits should be evenly distributed throughout the year. The visitations/observations should focus on researched-based leadership behaviors including but not limited to facilitating professional development, cultivating distributive leadership, coaching and evaluating teachers.

- Provide the administrator with appropriate and timely feedback, resources and guidance to assist the administrator in achieving goals and objectives during scheduled conferences and/or informal visits.

- Complete evaluator's reflection and feedback on the PLP tool no later than June 30.

- The evaluator's administrative assistant should print and submit the final PLP document to the HR department by June 30.

Planning conferences:

- Review of the evaluation process and the expectations for both the employee and supervisor.

- Review of expectations as they are aligned with the Iowa standards for School Leaders.

- Discuss measurement for success using CCSD's professional reflective rubric (USE) and the SMART goal design.

- Review of the data collection requirements and options.

- Establish dates for at least two formal conferences and/or informal visits for regular communication and feedback.

Summative Process:

The final Professional Learning Plan (PLP) document will be printed and filed in the district's personnel file along with the Summative Evaluation Form signed by both parties no later than June 30.

The web-based PLP should include reflections, self- assessment from the administrator, and the final comments and assessment from the evaluator. Additional documentation, if any, may also be used and filed in the district's personnel file. These documents include observation records, data, and evidence collected during observation or conferences and feedback comments between the supervisor and the administrator.

Annual Summative Evaluation (Short Form)

Editable Annual Evaluation Short Form Google Doc Link

Name of Administrator: **Date:**

Job Title/Building: **Name of Evaluator:**

Administrator Professional Learning Goals:
Indicators of Progress:
Administrator Reflection:
Supervisor Reflection:
Future Consideration:

Evidence of Critical Artifacts ☐Yes   ☐ No
Meets the Iowa Standards and Criteria for School Leaders ☐Yes   ☐ No

_____   _____

Administrator's Signature   Date

_____   _____

Evaluator's Signature   Date

Performance Assistive Cycle

The Performance Assistive Cycle is available for use with non-probationary principals identified by the supervisor as needing assistance. Before placement of an administrator on the cycle, the supervisor will have a record of documented concerns directly related to ineffective performance on one or more of the standards. The supervisor will have a record of documented attempts at assistance and efforts to improve performance. This documentation may include records of coaching or mentoring sessions, written documents and/or direct observation, correspondence or feedback from students, parents, staff or other district leaders.

When the administrator is placed on the performance assistive cycle, the supervisor will document in writing the area(s) of ineffective performance based on the standards and criteria outlined as part of the Iowa Standards for School Leaders. The documentation of non-performance will be submitted to the Superintendent. The Superintendent will provide formal notification to the administrator of placement on the Performance Assistive Cycle.

A mentor will be made available to the administrator if assigned to this cycle. The administrator may elect to accept or decline the offer of an assistance mentor. A mentor may include Educational Service Center administrators, a mutually agreed member of the AEA or others with appropriate expertise and knowledge in the areas of needed growth. The mentor will not include peers.

The Administrator will:

- Meet with the supervisor and the Superintendent to discuss the areas of non-performance.

- In collaboration with the supervisor and the Superintendent, establish a specific plan for improvement.

- Communicate and/or meet with the supervisor regularly to review progress toward improvement objectives.

- Seek out and secure resources and training as needed to improve performance. Participate fully in any training required by the district.

- Cooperate fully in working with an assigned mentor to work on the identified non- performance area.

The Supervisor and the Superintendent will:

- Provide the administrator with a written notice of need for improvement.

- Meet with the principal to discuss the areas of ineffective performance.

- Provide copies of all written documentation of ineffective performance related to the Iowa Leadership Standards.

- In collaboration with the administrator, develop a plan for performance improvement. Communicate and/or meet regularly with the principal to provide coaching and feedback toward performance improvement.

- Coordinate and assign a mentor to assist the administrator's improvement plan.

The administrator will be removed from the Performance Assistive Cycle when it has been documented by the supervisor that the administrator has made sufficient and sustained improvement in each of the identified Iowa Standards and Criteria for School Leaders. Sufficient and sustaining improvement will be documented based on evidence of improvement progress through formal and informal observation, data collection, and feedback from students, parents or district leaders and / or other stakeholders.

The length of the Performance Improvement Cycle will be not less than three months or more than one year.

Remediation Target and Plan

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

Remediation Target Number: _____   Date Target Developed: _____

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

Superintendent/Designee Comments:

Administrator Comments:

Signatures: _____   _____

        Superintendent/Designee   **Date**   **Administrator**   **Date**