

Professional Growth System for Administrators

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



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 July 2021

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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 ten *Professional Standards for Educational Leaders (PSEL)*, 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 reflection and assessment supported by the personal professional growth plan. The standards based component of the evaluation aligns with the *Professional Standard for Educational Leaders (PSEL)*. The system includes three cycles of performance growth.

- The Probation Cycle, Tier I, is to be used with administrators new to the profession or new to the District during their first 3 years of employment with CCSD.
- The Career Development Cycle, Tier II, 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, Tier III, is available for use with non-probationary administrators identified by the evaluator as needing assistance.

Performance Review Overview

The process to address the growth and development of a building-level leader is a critical component in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district and building goals and encourages evaluators to focus their attention on the leader’s role in improving achievement and well-being for each and every student. The recognized research of [Leithwood and coauthors \(2004\)](#) has shown that “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” Affirming the Leithwood et al. study and extending its conclusions, a [report](#) released in February 2021 by the Wallace Foundation finds, “Effective principals are at least as important for student achievement as previous reports have concluded—and in fact, their importance may not have been stated strongly enough.” Additional key findings indicate, “Principals have substantively important effects that extend beyond student achievement.”

Grounded in this research and in the theory of positive school leadership, the following model reflects a [strengths-based approach](#) for developing the capacity of the building-level leader. It fits within the larger context of the system itself and is guided by a set of ethics, values, and beliefs that undergird the work so both the leader and evaluator can operate in an integrity-filled manner.

Iowa Code Chapter 284A sets forth the expectations for administrator evaluation:

New to the role	Experience in the district in the role	New to the district, experience in the role
Summative evaluation during the first year in the new position and based on their performance relative to the 10 ISSL and their Individual Professional Learning Plan (PLP).	Annual evaluation relative to the leader’s PLP and aligned ISSL.	
The summative evaluation requires documentation of meeting each of the 10 ISSL, meeting of district expectations drawn from the district’s improvement plan and attainment of goals set forth in the PLP, and other supporting documentation. See the following timelines for CCSD: <ul style="list-style-type: none"> ● CCSD Timeline for Probationary 	The annual evaluation, at a minimum, requires that the leader and evaluator affirm the leader is performing at least at the <i>Developing</i> level relative to each of the 10 standards (CCSD Timeline for Experienced Building Administrators). <ul style="list-style-type: none"> ☐ If the evaluator and leader agree that the leader is performing at a minimum at the <i>Developing</i> level on all 10 standards, then they move into a deeper discussion regarding the focus of the leader’s PLP goals and leadership work aligned to the respective standards. The evaluator will provide feedback and evaluate the leader’s development over the course of the year relative to the PLP goals and aligned standards, and the leader will provide evidence 	

<ul style="list-style-type: none">● Building Leader Performance Review● Probationary Administrator Timeline of Standards Implementation.	<p>and documentation specific to those goals and aligned standards.</p> <ul style="list-style-type: none">❑ If the evaluator has questions regarding the leader’s performance at a minimum level of competence, the leader and evaluator move into a deeper discussion about what evidence would affirm competence. They identify and agree upon improvement goals and a timeline for achievement.❑ If the evaluator and leader are unable to reach agreement regarding the leader’s competence, there may be employment implications.
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Operating Principles

A comprehensive building-level leader performance review process must:

1. **Align with the Iowa Standards for School Leaders (*revised 2021*) and Board Policy.**

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-level leadership.

2. **Be intended to acknowledge strengths and advance performance.**

Rationale: An effective evaluation process is grounded in trust and uses feedback to build upon strengths in a cycle of ongoing improvement.

3. **Connect academic, social, emotional and behavioral health and growth for each and every student in the building/system.**

Rationale: Student growth must be measured using multiple sources of data representing both academics and well-being.

4. **Recognize the importance of a building leader's role in influencing the culture of the learning community.**

Rationale: Research clearly demonstrates that quality building-level leadership shapes an environment where equity and excellence are the standard for everything.

5. **Describe important professional practices along a continuum in observable and measurable terms so that conversations about performance growth and development can occur.**

Rationale: A mutual understanding of current performance and clarity regarding next-level performance focus the work of the leader on high-leverage practices linked to increased student learning and development as opposed to a checklist of activities to be completed.

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

Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous growth and development.

7. **Be holistic, ongoing, and connected to school improvement goals.**

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

Iowa's Standards for School Leaders

(adopted 11.18.20 / effect date: July 2021)

STANDARD 1. MISSION, VISION, AND CORE VALUES

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Adapted from National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author

Building Leader Performance Standards and Progressions Introduction

For each of Iowa's 10 standards, [progressions](#) have been designed to support enactment of that standard. Because each school and district context is unique, what may be prioritized and relevant in one school may not have as significant weight in another. Consequently, the progressions serve as a guide and create a vision for what effective leadership could look like relative to each standard. The indicators in each column are **NOT** intended to be checklists; each column should be considered as a whole and in light of the Definitions of Effectiveness. The indicators coupled with the Definitions can inform the goal-setting process as the leader travels a journey of growth and development.

[Performance tasks](#), dispositions, and behaviors are scaffolded across four levels of performance. The **Ineffective** column stands alone and a general performance in this area indicates a significant need for intervention and assistance. The three columns to the right represent the continuum of growth of a school leader, and performance in any of these columns meets the Standard. The **Effective** column builds upon the knowledge, skills, and dispositions identified in the **Developing** column, and the **Highly Effective** column builds upon the foundation set in the previous two columns. In any number of situations, performance might be evidenced in all three columns. When determining the level of effectiveness, the question to be answered is *Where does this leader "live" on a daily basis?* The indicators in the other columns can be a starting point for goal-setting conversations.

Definitions of Effectiveness

These definitions are intended to be integrated into the reading and understanding of each column. The progressions should not be considered absent these definitions.

Ineffective: Ineffective school leaders may be **aware** of effective practices but do not consistently demonstrate evidence of implementation. Leadership is inconsistent, ineffective, and in need of significant intervention and assistance.

Developing: Developing school leaders know and model effective practices. They **strive** to implement consistently and are in the process of building their own capacity to do so. Their leadership shows growth and promise.

Effective: Effective school leaders consistently **implement** effective practices. They build capacity, distribute and share leadership, collaborate, and create [collective efficacy](#) such that school improvement goals are achieved. Their leadership encompasses the depth and fullness of the Iowa standards.

Highly Effective: Highly effective school leaders **promote and advance** effective practices both within and beyond their own school. They serve as a resource to colleagues and local and state organizations because of their impactful leadership and sustained results.

Tier I: Probationary Building Leader Performance Review

Probationary = New to District & New Administrators in Years 1-3

The goal of the [Timeline for Probationary Building Leader Performance Review](#) is to provide a structure of support and development to ensure that our administrators meet the competency level set by the state and district. This is to be completed according to the [Probationary Administrator Evaluation Timeline of Iowa School Leadership Standards](#).

Expectations

Administrator:

- Conduct a planning conference with the evaluator to establish goals and objectives by **September 30th** of the evaluation year.
- Participate in a minimum of three (3) focus conversations with the evaluator to be scheduled during the evaluation period to reflect on and review progress toward goals.
- Schedule at least one formal observation/visitation with pre and post conferences with the evaluator. For example: professional learning sessions, faculty meetings, teacher evaluation sessions (pre/post), etc. These pre and post conversations can be a part of a focus conversation.
- 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 [Professional Learning Plan \(PLP\)](#) as directed by evaluator.
- Conduct a final conference with the evaluator no later than **April 30th** 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 the [PLP](#) to support the final reflection.
- Return to the beginning of the cycle in **June**.

Evaluator:

- Conduct a planning conference with the administrator to establish goals and objectives for the evaluation period by **September 30th** of the evaluation year.
- Participate in a minimum of three (3) focus conversations 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 at least once a year.
- The observations should be evenly distributed between the first goal setting conference and **April 30th**. 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.
- A copy of the final written performance review form is placed in the leader’s personnel folder by **May 15th** of the year of the evaluation.
- Return to the beginning of the cycle in **June**.

Timeline for Evaluation Process:

Timeline	Evaluation Process Element	District Focus Connections
<p>Late Spring/Early Summer</p> <p>(June 30th of preceding year)</p>	<ol style="list-style-type: none"> 1. Review the yearly Evaluation Process documents, resources and timelines 2. Administrator and evaluator clarify vision, mission and district goals. evaluator and building leader review the most recent building leader evaluation and the evaluation process in addition the evaluator may choose to review the job description, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance as needed. 3. Self-reflection: <ol style="list-style-type: none"> a. The building leader conducts a self-assessment using the progressions, documented by relevant evidence supporting each standard. b. Based on that assessment, the leader considers 2-3 goals as the focus for learning and leading work to propose to the evaluator and aligns those goals to the applicable standard/s. c. A single goal may encompass more than one standard. d. For those building leaders with experience in that role in the district, goals should be reflective of the most recent evaluation feedback (See Step 5). e. These mutually agreed upon goals are articulated in the building 	

	leader's PLP.	
Start of School Year (Sept. 30th)	4. Evaluator and administrator review evaluation process and forms. They revisit their mutual agreement that the building leader is meeting all 10 ISSL. evaluator and building leader review and collaborate around the proposed standards and goals articulated in the PLP for the focus of the leader's work.	CCSD Strategic Plan Connections: Focus 1, 3, & 4
Monthly or as determined by building leader and evaluator	5. Administrator and evaluator discuss progress and next steps regarding PLP goals.	CCSD Strategic Plan Connections: Focus 1, 2, & 3
Early Spring (April 30th)	6. Administrator completes a self-assessment of the goals and standards progressions identified in the PLP* and includes reflections and supporting artifacts and presents to the evaluator. The evaluator also completes progressions feedback for the administrator primarily focused on the standards and goals identified in the PLP. The administrator and evaluator meet to share, clarify, discuss, and compile the leader's self-assessment data and the evaluator's progressions feedback. 7. The evaluator generates the official performance review document which is shared, clarified and discussed with the leader. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential personnel record. *New leaders will address all 10 standards.	CCSD Strategic Plan Connections: Focus 1, 2, and 4
May 15	8. A copy of the final written performance review form is placed in the leader's personnel folder.	

June	9. Return to the beginning of the cycle.	
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Probationary Administrator Evaluation Timeline of Iowa School Leadership Standards

Probationary = New to District & New Administrators Years 1-3

Throughout the course of the first year, the new building leader will collect evidence aligned to each of the 10 standards to document performance. evaluator and building leader will review and collaborate around the proposed goals and aligned standards articulated in the PLP for the focus of the new leader’s learning.

Probationary Year	Evaluation Process Element	Iowa Leadership Focus Standards
Year One (1)	<ul style="list-style-type: none"> ● Evaluated on ALL standards with the specified focus standard for in-depth conversation and coaching ● Individual Professional Learning Plan is aligned to standard(s) 	Standard 3 - Equity & Cultural Responsiveness Standard 7 - Professional Community for Teachers and Staff Standard 9 - Operations & Management Admin/Evaluator Agreed - Choice
Year Two (2)	<ul style="list-style-type: none"> ● Evaluated on ALL standards with the specified focus standard for in-depth conversation and coaching ● Individual Professional Learning Plan is aligned to standard(s) 	Standard 1 - Mission, Vision and Core Values Standard 4 - Curriculum, Instruction & Assessment

		<p>Standard 6 - Professional Capacity of School Personnel</p> <p>Standard 8 - Meaningful Engagement of Families and Community</p> <p>Admin/Evaluator Agreed OR ALL standards not being demonstrated at the “developing” level</p>
Year Three (3)	<ul style="list-style-type: none"> • Evaluated on ALL standards with the specified focus standard for in-depth conversation and coaching • Individual Professional Learning Plan is aligned to standard(s) 	<p>Standard 2 - Ethics & Professional Norms</p> <p>Standard 5 - Community of Care and Support for Students</p> <p>Standard 10 - School Improvement</p> <p>Admin/Evaluator Agreed OR ALL standards not being demonstrated at the “developing” level</p>

Tier II: Career Development Cycle

Experienced (3+ years in district and beyond)

- a) Evaluated on **ALL** Standards
- b) Individual Professional Learning Plan (aligned to standard(s))
- c) Focus Standards - each administrator will work with his/her/their evaluator to identify 2-3 focus standards to guide evaluation conversations and feedback. Choosing these focus standards should be directed by the following priorities
 - i) Any standard for which the administrator is performing at the “ineffective” or “developing” level
 - ii) Growth areas identified in the prior years’ evaluation
 - iii) Any standard related to the administrator’s assignment that the evaluator and/or administrator sees as beneficial to school improvement based on the administrator’s school/building needs
 - iv) Standards identified by the employee as a part of the administrators self assessment process.

Remediation

- d) Any administrator performing at the “ineffective” level in any standard at any time will be required to complete a remediation plan for that/those standard(s)
- e) Any administrator with ongoing performance at the “developing” level may be required to complete a remediation plan by his/her/their evaluator/evaluator

Expectations:

Administrator:

- Conduct a planning conference by **September 30th** of the evaluation year.
- Participate in a minimum of three focus conversations a year with the evaluator 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 evaluator.
- Participate in regularly scheduled administrative learning, peer coaching and reflective activities and update professional reflection PLP as directed by evaluator.
- Conduct a final conference with the evaluator no later than **April 30th** 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 **April 30th**. The signed and dated document will be filed in the district's personnel file by **May 15th**.

Evaluator:

- Conduct a planning conference with the administrator to establish goals and objectives.
- Conduct a minimum of three focus conversations 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 **April 30th**.
- The evaluator's administrative assistant should print and submit the final [Administrator PLP Document](#) to the HR department by **May 15th**.

Timeline for Evaluation Process:

Timeline	Evaluation Process Element	Iowa Leadership Standards & District Focus Connections
<p>Late Spring/Early Summer</p> <p>(June 30th of preceding year)</p>	<ol style="list-style-type: none"> 1. Review the yearly Evaluation Process documents, resources and timelines 2. Administrator and evaluator clarify vision, mission and district goals. evaluator and building leader review the most recent building leader evaluation and the evaluation process in addition the evaluator may choose to review the job description, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance as needed. 3. Self-reflection: <ol style="list-style-type: none"> a. The building leader conducts a self-assessment using the progressions, documented by relevant evidence supporting each standard. b. Based on that assessment, the leader considers 2-3 goals as the focus for learning and leading work to propose to the evaluator and aligns those goals to the applicable standard/s. c. A single goal may encompass more than one standard. d. For those building leaders with experience in that role in the district, goals should be reflective of the most recent evaluation feedback (See Step 5). e. These mutually agreed upon goals are articulated in the building leader’s PLP. 	
<p>Start of School Year</p> <p>(Sept. 30th)</p>	<ol style="list-style-type: none"> 4. Evaluator and administrator review evaluation process and forms. They revisit their mutual agreement that the building leader is meeting all 10 ISSL. evaluator and building leader review and collaborate around the proposed standards and goals articulated in the PLP for the focus of the leader’s work. 	<p style="text-align: center;">Focus Conversation #1</p> <p>Standard 1- Mission, Vision, and Core Values</p> <p>Standard 3 - Equity and Cultural Responsiveness</p>

		<p>Standard 8 - Meaningful Engagement of Families and Communities</p> <p>CCSD Strategic Plan Connections: Focus 1, 3, & 4</p>
<p>Monthly or as determined by building leader and evaluator</p>	<p>5. Administrator and evaluator discuss progress and next steps regarding PLP goals.</p>	<p>Focus Conversation #2</p> <p>Standard 4 - Curriculum, Instruction, and Assessment</p> <p>Standard 5 - Community of Care and Support for Students</p> <p>Standard 7- Professional Community for Teachers and Staff</p> <p>Standard 9 - Operations and Management</p> <p>CCSD Strategic Plan Connections: Focus 1, 2, & 3</p>
<p>Early Spring (April 30th)</p>	<p>6. Administrator completes a self-assessment of the goals and standards progressions identified in the PLP* and includes reflections and supporting artifacts and presents to the evaluator. The evaluator also completes progressions feedback for the administrator primarily focused on the standards and goals identified in the PLP. The administrator and evaluator meet to share, clarify, discuss, and compile the leader’s self-assessment data and the evaluator’s progressions feedback.</p> <p>7. The evaluator generates the official performance review document which is shared, clarified and discussed with the leader. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential personnel record.</p>	<p>Focus Conversation #3</p> <p>Standard 2 - Ethics and Professional Norms</p> <p>Standard 6 - Professional Capacity of School Personnel</p> <p>Standard 10 - School Improvement</p> <p>CCSD Strategic Plan Connections: Focus 1, 2, and 4</p>

	*New leaders will address all 10 standards.	
May 15	8. A copy of the final written performance review form is placed in the leader's personnel folder.	
June	9. Return to the beginning of the cycle.	

Tier III: Remediation Target(s)/Plan

The Remediation Target is available for use with non-probationary administrators identified by the evaluator as needing assistance. Before placement of an administrator on the cycle, the evaluator will have a record of documented concerns directly related to ineffective performance on one or more of the standards. The evaluator 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 evaluator 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 Remediation Target(s)/Plan.

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 evaluator and the Superintendent to discuss the areas of non-performance.
- In collaboration with the evaluator and the Superintendent, establish a specific plan for improvement.
- Communicate and/or meet with the evaluator 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 Evaluator and the Superintendent will:

- Provide the administrator with a written notice of need for improvement.
- Meet with the administrator to discuss the areas of ineffective performance.
- Provide copies of all written documentation of ineffective performance related to the Iowa Standards for School Leaders.
- In collaboration with the administrator, develop a plan for performance improvement. Communicate and/or meet regularly with the administrator 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 Remediation Plan/Target(s) when it has been documented by the evaluator that the administrator has made sufficient and sustained improvement in each of the identified remediation targets. 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.

There are three (3) steps to the Remediation Target/Plan. Based on the level of performance concern, the evaluator may choose to complete ALL steps of this plan or Step 1 only.

- **Step 1: Plan Development and Initiation.** 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. The Remediation Target(s)/Plan should be completed **PRIOR to APRIL 15** of the year the Remediation Target(s)/Plan is initiated. Based on the level of performance concern, the evaluator may choose to complete ALL steps of this plan or Step 1 only.
- **Step 2: Remediation Target(s) Plan Contact Log with 3 Formal Check-in's.** This includes the date and focus of the remediation, conversation summary, identified next steps, progress, and notes.
- **Step 3: Remediation Target(s)/Plan Summative Recommendation.** Determination if the remediation targets were successfully completed or partially completed. Also includes the evaluators recommendation to return to a regular evaluation cycle with yearly PLP, continuation of the remediation targets, discontinuation of employment, or the recommendation of a change in assignment.

Linked Administrator Evaluation Forms and Documents

Iowa Standards for School Leaders and Progressions:

- [Building Level Leadership Standards and Progressions](#)
- [Central Office Standards and Progressions](#)

Timelines:

New to District & New Administrators Years 1-3

- [Timeline for Probationary Building Leader Performance Review](#)
- [Probationary Administrator Evaluation Timeline of Iowa School Leadership Standards](#)

Building Administrator - Non Probationary

- [Timeline for Building Leader Performance Review Aligned to Standards](#)

Self Assessment:

- [Building Level Leadership Performance Review \(Make a Copy\)](#)

Professional Learning Plan (PLP):

- [Admin PLP \(Make a Copy\)](#)
- [S.M.A.R.T.I.E Goals Worksheet](#)

Administrator Evaluation Form for Tier I and Tier II:

- [CCSD Administrator Evaluation Form \(Make a Copy\)](#)

Administrator Remediation Targets and Plan Form for Tier III:

- [CCSD Administrator Remediation Form \(Make a Copy\)](#)

New Standards for Iowa School Leaders ISEA Website:

- [Individual Standard Deep Dive](#)
- [2007 & 2021 Standards Side by Side](#)

Glossary of Key Words and Phrases

Word/Phrase	Definition
change process	Acceptance, adaptation, and institutionalization of change by individuals, the school organization and the local school community. The challenge for district/school leaders is to bring about change in the district/school that is sustained and makes a real difference in the quality of learning and life for students, teachers, and district/school learning community. [Marsha Speck; The Change Process in a School Learning Community; <i>The School Community Journal</i> ; Vol. 6; No. 1; Spring/Summer 1996.]
civility	<p>A behavior that demonstrates consistent respect for others, including an effort to understand differences. Creates an environment within a district/school where all are valued and can be productive. [Located in- https://education.jhu.edu/student-resources/student-affairs/civility/#:~:text=School%20of%20Education%20Definition%20of,valued%20and%20can%20be%20productive.]</p> <p>Treating one another with respect and consideration and holding each other accountable to this standard of behavior in order to create a work environment where people are inspired to do and be their best. On the other hand, “incivility refers to low intensity, seemingly insignificant actions or words that are inconsiderate, discourteous or disrespectful. Examples include dismissing another person’s skills or contribution through words or body language (think eye rolling), gossip, sarcastic comments or even rude use of mobile devices. Incivility is tricky to identify and address because it is difficult to ascertain whether there was any harmful intent behind the behavior.” (From Trust your Canary)</p>
coaching	A one-to-one conversation focused on enhancing the learning and development by increasing self-awareness and a sense of personal responsibility. The coach facilitates the self-directed learning of the educator through questioning, active listening, and appropriate challenge in a supportive and encouraging climate. [Iowa Model Educator Evaluation Systems document - https://educateiowa.gov/sites/files/ed/documents/laMEES.pdf]
collective capacity	<p>The ways people work together in schools to improve student learning and lives. The capacity hinges on the personal and professional relationships formed within the school and the development of a shared set of values and understandings that guide action. [Allan Walker & Geoff Riordan (2010) Leading collective capacity in culturally diverse schools, <i>School Leadership & Management</i>, 30:1, 51-63, DOI: 10.1080/13632430903509766]</p> <p>“Involves the increased ability of educators at all levels of the system to make the instructional changes required to raise the bar and close the gap for all students.” (From Fullan & Quinn)</p>

collective efficacy	Educators work in a manner that demonstrates that "we are in this together," a sense of efficacy—a belief that we can make a difference—grows for both individuals and a collective who are committed to the same goals. Involves shared beliefs among a staff that they can positively influence student outcomes including those for students who are disadvantaged in some way. [Retrieved from https://blogs.edweek.org/edweek/finding_common_ground/2019/12/what_is_the_school_leaders_role_in_building_collective_efficacy.html] Include Albert Bandura - self efficacy
continuous improvement	Any district/school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. [Retrieved from https://www.edglossary.org/continuous-improvement/#:~:text=In%20education%2C%20the%20term%20continuous,over%20extended%20periods%20of%20time]
continuum of supports	The existence of instructional and intervention supports which range from less intensive to more intensive based on the needs of students. [Retrieved from https://floridarti.usf.edu/resources/pl_modules/intensive_interventions/day2/2.%20Glossary%20of%20Terms.pdf]
culturally responsive	The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It means teachers engaging in training to be prepared for a diverse classroom and diverse families; believing in their students and in their desire to learn; creating the opportunities and the conditions for academic success for children from diverse backgrounds; and realizing that one's culture is central to learning. [Retrieved from https://www.latinoliteracy.com/mean-culturally-responsive/#:~:text=According%20to%20the%20National%20Center,and%20sustain%20a%20culturally%20responsive]
culture of psychological safety	(Resources: Amy Edmondson work Enables educators to be engaged. They can take risks and experiment and express themselves without the fear of failure or retribution. [Retrieved from https://www.gallup.com/workplace/236198/create-culture-psychological-safety.aspx#:~:text=A%20culture%20of%20psychological%20safety%20enables%20employees%20to%20be%20engaged,or%20share%20a%20new%20idea]
inclusive	All students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and

	supports that enable them to meet success in the core curriculum. [Retrieved from https://resilienteducator.com/classroom-resources/inclusive-education/]
intellectually rigorous	Clarity in thinking and an ability to think carefully and deeply when faced with new content or concepts. This involves engaging constructively and methodically when exploring ideas, theories and philosophies. It also relates to analyzing and constructing knowledge with depth, insight and intellectual maturity. In an educational context this means that students have the capability to employ these skills in their own learning. [Retrieved from https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/PPN_7_intellectual_rigour_challenges_all_students.pdf]
job-embedded	Learning occurs during the workday and has a direct link to the goals set for students by the team and the district/school. [Hirsch and Killion, The Learning Educator, 2007]
lens of equity	Educational equity refers to both processes and outcomes. Educational leaders support equity when they work to eliminate prejudice and barriers based on individual student and subgroup differences and when they work to ensure that students achieve equitable outcomes. Educational leaders understand that equitable rarely means equal, particularly when working to meet individual student needs. [Retrieved from http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf]
operating principles	Describe the spirit and intent with which this model performance review is intended to be implemented
performance tasks	Activities and practices aligned to a standard that demonstrate execution of that standard
professional norms	Rules or expectations that are socially enforced. May be used to refer to patterns of behavior and internalized values. [Retrieved from https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0091.xml#:~:text=Norms%20are%20a%20fundamental%20concept,%E2%80%9Cdo%20not%20cheat%E2%80%9D)] Professional norms for school leaders include: <ul style="list-style-type: none"> a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership. b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.

	<ul style="list-style-type: none"> d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. <p>[Retrieved from http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf]</p>
progression	<p>Purposeful sequencing of leadership performance expectations across multiple developmental stages; must be interpreted together with definitions of effectiveness</p> <p>Progressions are descriptions of increasingly sophisticated ways of thinking about and enacting leadership practices. They suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning. [Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf]</p>
school operations	<p>Supports improved student achievement by funding cost-effective school business practices; promoting child nutrition; targeting resources to improve student achievement; establishing clear expectations and standards for educational facilities which promote effective and efficient learning; and providing information and building partnerships that leverage State, Federal, local and private resources and knowledge. [Retrieved from http://www.p12.nysed.gov/fmis/#:~:text=School%20Operations%20(SO),of%20nonpublic%20schools%20and%20organizations.]</p>
shared mission	<p>A public statement that schools or other educational organizations use to describe their founding purpose and major organizational commitments—i.e., what they do and why they do it. A shared mission typically describes a school’s day-to-day operational objectives, its instructional values, or its public commitments to its students and community. [Retrieved from https://www.edglossary.org/mission-and-vision/]</p>
strengths-based approach	<p>Focusing on and developing the positive attributes of a person or a group rather than the negative ones to maximize the efficiency, productivity, and success of an organization. Grounded in the underlying belief that people have several times more potential for growth building on their strengths rather than fixing their weaknesses.</p>

trustworthiness	The quality of a person or a thing that inspires reliability. [Retrieved from https://www.vocabulary.com/dictionary/trustworthiness]
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