Spring BEDS Training

Host: Marlene Dorenkamp
or
Mike Baethke

Division of Communication & Information Services

Iowa Department of Education
Opening
May 06, 2013
Principal’s Evaluation
Principal Performance Overview

**District Level Principal Data:**
Enter the total number of principals in the district for the current school year: 8
Enter the total number of principals evaluated in the district during the current school year: 8

**Overview of Evaluation Instrument:**
Were principals evaluated using SAIS’s Principal Performance Review Form during the current school year? Yes

**Performance Levels:**
Enter the number of evaluated principals that were provided an overall (summative) evaluation for the current school year: 8
Select the total number of performance levels available to select from when determining an overall (summative) rating for a principal: 2

Submit
Principal Performance Overview

Enter the total number of principals in the district for the current school year.

8

Only count building-level principals.
### Principal Performance Overview

<table>
<thead>
<tr>
<th>Principal Performance Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Level Principal Data:</strong></td>
</tr>
<tr>
<td>Enter the total number of principals in the district for the current school year:</td>
</tr>
<tr>
<td>Enter the total number of principals evaluated in the district during the current school year:</td>
</tr>
</tbody>
</table>

Enter the number of principals who were given a performance evaluation during the current school year.
Principal Performance Review: A Systems Approach

Introduction

The process of coaching a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal’s role in improving achievement for all students.

Principal evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the principal and his/her supervisor can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adopted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that principals be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that individuals new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation, the law requires an annual formative assessment based on the principal’s Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district’s CSIP and building improvement plan, Individual Professional Development Plan attainment and other supporting documentation.
Were principals evaluated using SAI’s Principal Performance Review forms during the current school year?

If “yes,” select and move on!
Providing an overview of the evaluation instrument:

**Overview of Evaluation Instrument**

Were principals evaluated using SAI’s Principal Performance Review forms during the current school year?

- **Yes**
- **No**

If “no” select and provide overview.

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- **Provide a brief overview of instrument used.**
If the SAI’s Principal’s Performance Review form were used in a modified version, select no and describe the modifications.

Select “no” and describe.
Enter the number of evaluated principals that were provided and overall (summative) evaluation for the current school year:

4

How many principals received a summative evaluation?
Principal Performance Standards and Criteria

Part I - Job Responsibilities

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

The descriptors supporting each criterion are provided as examples of the kind of actions/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Examples of Evidence/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in planning process to establish measurable goals with all stakeholders.</td>
<td>- COPs at School Improvement Plan (Building Improvement Plan/Goals)</td>
</tr>
<tr>
<td>Collects a variety of types of data in student learning to guide goal development.</td>
<td>- Student achievement data</td>
</tr>
<tr>
<td>Uses an established process to collaboratively analyze and interpret data.</td>
<td>- Establishes and maintains student organization in support of goal achievement (agendas and minutes)</td>
</tr>
<tr>
<td>Ensures that a comprehensive planning process is in place and followed.</td>
<td>- Student data profiles to identify goals and address performance gaps</td>
</tr>
<tr>
<td>- Department meeting agendas (grade-level meetings, testing meetings)</td>
<td></td>
</tr>
<tr>
<td>- State of the School report from principal quarterly</td>
<td></td>
</tr>
<tr>
<td>- Mission/vision statement posted everywhere/schools/businesses</td>
<td></td>
</tr>
<tr>
<td>- Partners in Education programs</td>
<td></td>
</tr>
<tr>
<td>- Agendas from data analysis/PDI sessions</td>
<td></td>
</tr>
<tr>
<td>- Data compiled for staff</td>
<td></td>
</tr>
<tr>
<td>- Notes from NAC meetings and agendas</td>
<td></td>
</tr>
<tr>
<td>- Board presentations</td>
<td></td>
</tr>
<tr>
<td>- Parent meeting agendas</td>
<td></td>
</tr>
<tr>
<td>- Communicating with local community/service organization about vision for learning</td>
<td></td>
</tr>
<tr>
<td>- Advisory committee meetings – agendas and minutes</td>
<td></td>
</tr>
<tr>
<td>- End-of-Year Board report (review of program)</td>
<td></td>
</tr>
</tbody>
</table>
Example # 1

SAI Model

Principal
Performance
Standards & Criteria

Example # 1
### Overall Summary

<table>
<thead>
<tr>
<th>Job Responsibilities</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Standard 2</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Standard 3</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Standard 4</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Standard 5</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Standard 6</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### Significant Achievements:

- [ ]

### Areas for Growth:

- [ ]

### Principal Comments:

- [ ]

### Superintendent or Designee Comments:

- [ ]

### Continuous Improvement Recommendation (mark one):

- Professional Growth Plan: [ ]
- Remediation Target(s): [ ]

**Principal's Signature:** ___________________________ **Date:** __________

**Evaluation Period:** 20______ to 20______

**Superintendent/Designee Signature:** ___________________________ **Date:** __________
Administrator is meeting the expectations of all six Iowa Administrative Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VISION – 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SCHOOL CULTURE FOR LEARNING – 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SCHOOL MANAGEMENT – Promotes the success of the school by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. WORKING WITH PARENTS &amp; COMMUNITY – Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ETHICS/INTEGRITY – Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. GROWTH &amp; INNOVATION – Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments and reflections with reference to State Standards as evidenced by the portfolio, observations and Personal/Professional Development Plan.

Administrator is meeting the expectations of all six Iowa Administrator Standards
Administrator’s Personal/Professional Development Plan has been reviewed
Evaluator Signature: __________________________ Date: ____________
Administrator Signature: ________________________ Date: ____________

The signature does not indicate that the administrator agrees with the context of the review, only that s/he has received a copy.
Administrator’s Professional Development Plan has been reviewed.

Principal Performance Standards & Criteria

Modified Example # 2
The Code requires an annual assessment based on a principal’s Individual Professional Development Plan.
Identify the number of performance levels available to select from when determining an overall (summative) rating for a principal.

Example of Two Levels:
1. Does not meet
2. Meets

Example of Three Levels:
1. Does not meet
2. Progressing
3. Meets
District Level Principal Data

Identify the performance level by name starting with the lowest level.

Example of Two Levels:
1. Does not meet
2. Meets

Identify the Number of Principals at each level.
Does not meet = 0
Meets = 4
District Level Principal Data

<table>
<thead>
<tr>
<th>Rating</th>
<th>Performance Level Name</th>
<th>Number of Principals with Rating</th>
<th>Acceptable Performance</th>
<th>Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (Lowest)</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Level 2 (Highest)</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>0</td>
<td>Number of rated principals must total 4.</td>
<td></td>
</tr>
<tr>
<td>Evaluated/No overall rating</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgment: Yes or No

Example of Two Levels:
1. Does not meet
2. Meets
Contact Information

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THANK YOU

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