Spring BEDS Training

Host: Mike Baethke

Division of Learning & Support Services

Iowa Department of Education
Opening May 05, 2014
Principal’s Evaluation
Enter the number of principals in the district for the current school year.

Only count building-level principals.
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.
<table>
<thead>
<tr>
<th>Overview of Evaluation Instrument:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were principals evaluated using SAI’s Principal Performance Review forms during the current school year?</td>
</tr>
</tbody>
</table>

- Yes

If “yes,” select and move on!
Overview of Evaluation Instrument

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

If “no” select and provide overview.
Overview of Evaluation Instrument

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.
### District Level Principal Data

<table>
<thead>
<tr>
<th>Performance Levels:</th>
<th>Enter the number of evaluated principals that were provided an overall (summative) evaluation for the current school year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Principal

Evaluation Forms
Principal Performance Standards and Criteria

Part 1 - 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 and behaviors that would support the criterion. The descriptors are not exhaustive and would be reasonable to expect that a principal demonstrate competence on all descriptors. The unique school are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor should 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>- Goals of School Improvement Plan, building improvement计划, school improvement goals,</td>
</tr>
<tr>
<td>- Strong leadership skills</td>
<td></td>
</tr>
<tr>
<td>Collects a variety of types of data in student learning to guide goal development</td>
<td>- Data on student achievement and indicators of success</td>
</tr>
<tr>
<td>Uses an established process to collaboratively and interpret data</td>
<td>- Data analysis for student achievement and program effectiveness</td>
</tr>
<tr>
<td>Ensures that a comprehensive performance review is in place and followed</td>
<td>- Comprehensive performance review process and implementation</td>
</tr>
</tbody>
</table>

Example #1

SAI Model
### Overall Summary

**Principal Performance Standards & Criteria**

**SAI Model**

**Example # 1**

<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>○</td>
<td>○</td>
</tr>
<tr>
<td>Standard 2</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Standard 3</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Standard 4</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Standard 5</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Standard 6</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Significant Achievements:**

**Areas for Growth:**

**Principal Comments:**

**Superintendent or Designee Comments:**

**Continuous Improvement Recommendation (mark one):**

- Professional Growth Plan
- [ ]
- Renovation Targets
- [ ]

Principal’s Signature: ____________________________ Date: _____________

Evaluation Period: _______ to _______

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 articulating, implementing, and maintaining 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 all students 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. GREATER POLITICAL &amp; SOCIAL CONTEXT—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 Administrative Standards: Yes, No

Administrator’s Personal/Professional Development Plan has been reviewed:

Yes, No

Evaluating Signature: Date:

The signature does not indicate that the administrator agrees with the content of the review, only that she has received a copy.

Overall (Summative Evaluation):

Example # 2

Evaluated – Two Levels

Principal Leadership Performance Standards & Criteria
Administrator’s Professional Development Plan has been reviewed.

### Standards for School Leaders

<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 establishing, 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 all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
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<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 content of the review, only that she has received a copy.
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.

<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></td>
<td></td>
</tr>
<tr>
<td>Level 2 (Highest)</td>
<td></td>
<td></td>
<td></td>
<td></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</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Acknowledge whether each level is either acceptable or unacceptable based on district expectations.

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

Acknowledgement
Yes or No
Certify By
June 13, 2014
Contact Information

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THANK YOU

Division of Learning & Support Services

Iowa Department of Education