

Administrator Comprehensive Summative Evaluation (Long Form)

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)

<p>Evidence:</p>
<p>Reflection:</p>

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 teacher 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 administrator.

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 demonstrate 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 (v) 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)

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Administrator's Signature: _____ Date: _____

Superintendent or Designee: _____ Date: _____