

Central Office

Performance

Review

Table of Contents

[**Introduction**](#_kbhy2x7mbyks) **3**

[**Performance Review Overview**](#_avx32adrghsy) **4**

[**Operating Principles**](#_19z2pm11pvge) **5**

[**Suggested Timeline for Central Office Performance Review**](#_prbp1ok75ur4) **6**

[Central Office Leader Performance Standards and Progressions Introduction](#_ej2yg0jyso3h) **7**

[**Using the Progressions**](#_4tsanoeov7b3) **8**

[**Standard 1: Mission, Vision, and Core Values**](#_7ytctzw7fj5y) **9**

[**Standard 2: Ethics and Professional Norms**](#_zi4czi9mwydf) **11**

[**Standard 3: Equity and Cultural Responsiveness**](#_5daljgrscmeb) **13**

[**Standard 4: Curriculum, Instruction, and Assessment**](#_d5dqvwff8bbg) **15**

[**Standard 5: Community of Care and Support for Students**](#_6gmzlzzh2mdp) **17**

[**Standard 6: Professional Capacity of School Personnel**](#_264xazxdd8ai) **19**

[**Standard 7: Professional Community for Teachers and Staff**](#_gg3ezjesm5ua) **21**

[**Standard 8: Meaningful Engagement of Families and Community**](#_xp2szgty4qne) **23**

[**Standard 9: Operations and Management**](#_9g98qvdpy622) **25**

[**Standard 10: School Improvement**](#_35htfgx57tk3) **27**

[**Summary**](#_9g3xoyl1qh3e) **29**

[**Iowa Individual Administrator Professional Development Plan**](#_vbv5nzvg0q37) **31**

[**S.M.A.R.T.I.E. Goals Worksheet**](#_kf3v7ywfin7i) **32**

[**Remediation Target**](#_kld61m2v71l8) **33**

[**Glossary**](#_sfnlw2lzqz87) **34**

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# Introduction

The leadership practice of Iowa’s school leaders has been guided by the six Iowa Standards for School Leaders since their adoption by the State Board of Education in 2007. These standards derived from and were aligned to those created by the Interstate School Leaders Licensure Consortium in 1996. Clearly, much has changed in the world and in education over the past nearly two and a half decades! The educational landscape continually provides new opportunities and challenges. With these changes, educational leadership has also evolved, becoming ever more complex. Consequently, the Council of Chief State School Officers and The National Policy Board for Educational Administration guided a two-year process to draft new standards to replace the 1996 ISLLC.

These new standards, the Professional Standards for Educational Leaders were adopted by the respective boards of these organizations in 2015 and reflect the contributions of more than 1,000 school leaders from across the country. The NPBEA explains: *Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They’re designed to ensure that educational leaders are ready to meet challenges of the job today and in the future as education, schools and society continue to transform.* ([NPBEA on PSEL](https://www.npbea.org/psel/))

At the same time the PSEL were finalized, Iowa’s Council on Educator Quality released its final recommendations, one of which called for learning progressions aligned to each of the teaching standards and each of the ISSL. In response, School Administrators of Iowa in partnership with the Iowa Department of Education convened a group of leaders representing different roles and regions from across the state to research and study the ISSL in light of the new PSEL. This team appreciated the way in which the new standards capture the day-to-day realities of the educational leader, make transparent the responsibilities, focus on equity, reflect the past decades of research on the significance of leadership to student achievement, and emphasize the well-being of students, staff, and leaders themselves. Consequently, the Iowa DE on behalf of this team brought forth a petition to the State Board of Education requesting the adoption of the PSEL as Iowa’s new standards for school leaders. The Board adopted new standards for Iowa’s school leaders on November 18, 2020 with an effect date of July 1, 2021.

Though implementation of these standards is required under Iowa Rules and the evaluation process is articulated in Iowa Code, the use of this tool is optional. Districts are invited to adapt and edit this tool as best fits their context.

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# Performance Review Overview

The process to address the growth and development of a central office leader is a significant component in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district and building goals and “significantly strengthens the extent to which the central office operates as a primary support system for helping principals improve teaching and learning at scale” (Honig et al., 2010). The recognized research of [Leithwood and coauthors](https://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning-Executive-Summary.pdf) has shown that “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” Grounded in this research and in the theory of positive school leadership, the following model reflects a [strengths-based approach](#qaaonty3pwov) for developing the capacity of the central office leaders. It fits within the larger context of the system itself.

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

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| New to the role | Experience in the district in the role | New to the district, experience in the role |
| Summative evaluation during first year in the new position and based on their performance relative to the 10 ISSL and their Individual Administrator Professional Development Plan. | Annual evaluation relative to the leader’s IAPDP 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 IAPDP, and other supporting documentation. | The annual evaluation, at a minimum, requires that the leader and supervisor affirm the leader is performing at least at the *Developing* level relative to each of the 10 standards (see Suggested Timeline).     * If the supervisor and leader agree that the leader is performing at a minimum at the Developing level on all 10 standards, then they move into a deeper discussion regarding the focus of the leader’s IAPDP goals and leadership work aligned to the respective standards. The supervisor will provide feedback and evaluate the leader’s development over the course of the year relative to the IAPDP goals and aligned standards, and the leader will provide evidence and documentation specific to those goals and aligned standards. * If the supervisor has questions regarding the leader’s performance at a minimum level of competence, the leader and supervisor 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 supervisor and leader are unable to reach agreement regarding the leader’s competence, there may be employment implications. | |

# [Operating Principles](#lkd1sgnu2ep0)

A comprehensive performance review process must:

1. **Align with the Iowa Standards for School Leaders (*revised 2021)* and Organizational 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 educational leadership. Local or regional boards have the authority to identify additional expectations via policy action.

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

**Rationale:** An effective evaluation process is grounded in trust and transparency and uses feedback from varied and multiple sources closely familiar with the administrator’s leadership to build upon strengths in a cycle of ongoing improvement.

1. **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. The evaluation instrument should be used within a cycle of ongoing improvement as well as used as a summative tool (Henrikson, R., 2019)

1. **Provide opportunities for personal and professional growth.**

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

1. **Be ongoing and connected to district improvement goals.**

**Rationale:** An evaluation is a process within a broader cycle of ongoing improvement, not a once-a-year conversation.

# Suggested Timeline for Central Office Performance Review

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| Late Spring/Early Summer | 1. Central Office Leader and supervisor review leader’s most recent evaluation and the evaluation process, job description, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. 2. [Self-reflection](#smauv4a0m4je): The leader conducts a self-assessment using the Progressions, documented by relevant evidence supporting each standard. Based on that assessment, the leader considers 2-3 goals as the focus for learning and leading work to propose to the supervisor and aligns those goals to applicable standard/s. A single goal may encompass more than one standard. For those central office leaders with experience in the role in the district, goals should be reflective of the most recent evaluation feedback (See Step 5). These mutually agreed upon goals are articulated in the leader’s IAPDP. |
| Start of School Year | 1. The leader and supervisor review the evaluation process and forms. They revisit their mutual agreement that the leader is meeting all 10 ISSL. Supervisor and leader review and collaborate around the proposed goals and aligned standards articulated in the IAPDP for the focus of the leader’s work.   \*First-year Central Office Leader: Throughout the course of the first year, the new leader will collect evidence aligned to each of the 10 standards to document performance. The leader and supervisor review and collaborate around the proposed goals and aligned standards articulated in the IAPDP for the focus of the new leader’s learning. |
| Monthly or as determined by Leader and Supervisor | 1. Central Office Leader and supervisor discuss progress and next steps regarding IAPDP goals. |
| Early Spring | 1. Central Office Leader completes a self-assessment of the goals and standards progressions identified in the IAPDP\* and includes reflections and supporting artifacts and presents to the supervisor. The supervisor also completes progressions feedback for the Central Office Leader primarily focused on the standards and goals identified in the IAPDP. The leader and supervisor meet to share, clarify, discuss, and compile the leader’s self-assessment data and the supervisor's progressions feedback. 2. The supervisor 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. |
| May 15 | 1. A copy of the final written performance review form is placed in the leader’s personnel folder. |
| June | 1. Return to the beginning of the cycle. |

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# Central Office Leader Performance Standards and Progressions Introduction

For each of Iowa’s 10 standards, [progressions](#9u6njctjk5lf) 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 (see below). The indicators coupled with the Definitions can inform the goal-setting process as the leader travels a journey of growth and development.

[Performance tasks](#j774q50o61c), 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](#g5xd54rabu3n) 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.

**\***A huge thank-you to our colleagues from Maryland whose work in creating rubrics for principals provided the foundation for our efforts to build these progressions in Iowa.

# Using the Progressions

The progressions can be used for a variety of purposes including self-reflection, goal-setting, coaching, evaluation, designing professional learning, administrator preparation and development, and as part of the hiring process.

In terms of a model professional growth approach, we offer the following:

**Self Reflection:**

As owners of their own growth and development, leaders begin by reviewing each progression and reflecting on their practice. Keeping in mind the definitions of effectiveness, they note where they see themselves along the continuum of performance. It is worth reiterating that the indicators in each column do not constitute a checklist; they offer a picture of what performance in each category of effectiveness looks like. In determining the level of effectiveness, the leader might ask, “Where do I live on a daily basis?” The leader should be prepared with specific examples and evidence to support the marking of effectiveness.

1. **Goal Setting (Individual Administrator Professional Development Plan)--see** [**SMARTIE goal template**](#h8g8js1tnurc)**:**
2. **Leaders use the insight they gain from their self-reflection to propose goals for their IAPDP (see late spring/early summer on** [**timeline**](#8al9wmnu9mu5)**) and align those goals to standard/s. It’s possible that one goal can align to more than one standard. (see late spring/early summer on** [**timeline**](#8al9wmnu9mu5)**).**
3. **The leader meets with the supervisor, who may also have completed an assessment of where the supervisor sees the leader’s performance relative to each progression. Together they discuss their reflections of the leader’s performance and review the evidence and examples that are shared. They finalize the goals and align them to the standard/s that will be the focus of the leader’s work in the upcoming school year. The goals are captured in the leader’s IAPDP.**
4. **Next, they collaborate to identify resources and supports that will contribute to the leader’s attainment of the goals.**
5. **Finally, they set meeting dates over the course of the school year to revisit the plan and discuss the leader’s work toward the goals and any needs the leader may have to help advance the leader’s work in achieving the goals.**

**Coaching:**

The supervisor supports the leader in executing the plans set forth in the IAPDP by providing another perspective or lens on the leadership work thereby helping the leader expand their understandings, responses, timing, and approaches to problems of practice and implementation of the standards. Supervisors, through effective questioning and feedback, prompt the leader to reflect and reframe-- look at old problems in a new light, as well as confront new challenges with different tools and reactions in order to attain the desired results. The rich, collaborative dialogue strengthens the relationship and advances the work.

**Evaluation:**

In accordance with the dates and details of the [timeline](#q7j1rvdi1bqy), the leader and supervisor meet to discuss the status of the leader’s progress and begin the process again.

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| Standard 1: Mission, Vision, and Core Values | | | |
| **Educational leaders develop, advocate, and enact a** [**shared mission**](#pecz8ivsnnon)**, vision, and core values of high-quality education and academic success and well-being of each student.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Make decisions that align with the established mission and vision of the district.  Involve a variety of district stakeholders in reviewing and, if needed, revising the district’s mission, vision, and core values. | Supports and ensures a shared understanding of and commitment to mission, vision, and core values within the district and the community.  Reviews the district’s mission and vision and adjusts in response to changing expectations and opportunities for the district, and changing needs and situations of students.  Follows current processes to ensure  that the district’s vision, mission and goals establish priorities,  drive decisions and allocation of resources, and reflect student  achievement expectations. | Models and pursues the district’s mission, vision, and core values in all aspects of leadership.  Works in conjunction with the administrative team and other stakeholders to advance or, if necessary, support the development of the mission for the district that promotes the academic success and well-being of each student.  In collaboration with members of the district and the community, using relevant data takes action leading to the successful learning and development of each child by improving instructional and organizational practices that align with the vision.  Continuously reviews and adjusts current processes to ensure that the district’s vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.  Collaboratively fosters and builds the capacity of others to develop performance foundations aligned to the district’s mission, vision, values, and beliefs. | Articulates, advocates, and cultivates core values that define the district’s culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.  Strategically develops, implements, and evaluates actions to achieve the vision for the district.  Creates processes to ensure that the district’s vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations. |
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| **Evidence/Reflfection:** |

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| Standard 2: Ethics and Professional Norms | | | |
| **Educational leaders act ethically and according to** [**professional norms**](#4sifjdngp5lc) **to promote each student's academic success and well-being.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Act ethically and professionally.  Act with integrity, fairness, and transparency; promoting trust, collaboration, and continuous improvement.  Consider each student’s academic success when making educational decisions.  Demonstrate professional interpersonal and communication skills. | Acts ethically and professionally in personal conduct, relationships with others, decision-making, and stewardship of the district’s resources, and all aspects of school leadership.  Acts according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.  Places each student’s academic success and well-being at the center of educational decision-making.  Assures the values of democracy, individual freedom and responsibility, equity, social justice, and diversity are maintained within the district’s environment.  Demonstrates professional interpersonal and communication skills. | Holds others accountable to high expectations of professional and ethical behavior, including integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.  Collaborates with other staff to promote each student’s academic success and well-being.  Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.  Leads with professional interpersonal and communication skills, social-emotional insight, and understanding each student’s and staff member’s background and culture. | Guides members of the district in operating with the highest degree of integrity, fairness, transparency, and trust.  Serves as a resource for and model of highly ethical and professional practices.  Inspires others to higher levels of performance. |

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| **Evidence/Reflection:** |

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| Standard 3: Equity and Cultural Responsiveness | | | |
| **Educational leaders strive for equity of educational opportunity and** [**culturally responsive**](#v2rtzuc5n88r) **practices to promote each student's academic success and well-being.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Demonstrate equitable and  culturally responsive practices.  Provide student access to learning experiences that promote equity and cultural responsiveness.  Demonstrate an understanding of data related to course enrollment, educator  effectiveness, student achievement, and school climate as it pertains to equity.  Demonstrate an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. | Communicates equity and cultural responsiveness as a priority.  Examines district practices and policies for institutional bias.  Ensures district policies and handbooks reflect equitable practices and processes.  Demonstrates understanding of data related to equity such as school climate, educator effectiveness, course enrollment, and student achievement.  Uses data to identify opportunity and achievement gaps among student groups.  Expects school leaders work with staff to provide students with accommodations and services in accordance with local, state, and federal laws, regulations, or policies.  Follows equitable and culturally responsive practices and expects that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context. | Guides staff in making decisions that align with the district’s core values as they pertain to equity of opportunity and culturally responsive practices.  Contributes in the development or revision of district policies that promote equitable and culturally responsive practices.  Aligns and allocates resources to foster equitable student learning environments (this includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences).  Challenges low expectations and confronts behavior that perpetuates inequities.  Participates in and develops the capacity of others to have critical conversations within and outside the district, demonstrating respect for divergent opinions.  Ensures the use of a collaborative goal setting process; including analyzing data, setting goals, developing action steps and monitoring progress for the purpose of addressing equity based issues (e.g. opportunity and achievement gaps, culture, climate, disproportionality, biases.)  Partners with staff to prioritize learning experiences that prepare students to live productively in and contribute to the diverse cultural contexts of a global society. | Serves as a model for other educational leaders or state/professional organizations on matters related to equity and/or cultural responsiveness.  Serves as a coach or mentor for other educational leaders to support the implementation of equitable leadership practices.  Initiates and navigates courageous conversations about diversity and culture and the impact on student learning; corrects intolerant statements and behaviors. Builds capacity of staff to engage in courageous conversations. |

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| **Evidence/Reflection:** |

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| Standard 4: Curriculum, Instruction, and Assessment | | | |
| **Educational leaders develop and support** [**intellectually rigorous**](#nivzvilddh6m) **and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Discuss student learning expectations, assessments, instructional practices and available resources with school and district leaders.  Utilize accountability practices and district data to make curriculum, instruction, and assessment decisions.  Allocate resources based on a careful examination of student needs.  Communicate curriculum, instruction, and assessment decisions to the board of education and keep them informed of student academic success and well-being. | Communicates rigorous student learning expectations, assessment information, and instructional practices to the board of education, parents, students, teachers, and other stakeholder groups.  Collaborates with school and district leaders to coordinate resources throughout the system.  Identifies the resources that exist within the district and community and allocates in a manner to ensure that all students have access to the tools necessary to promote their academic growth.  Ensures consistent monitoring of curriculum, instruction and assessment using established accountability practices and district data. | Routinely dialogues with stakeholders to inform decisions regarding curriculum, instruction, and assessment.  Reviews system resources in collaboration with school and district leaders to ensure equitable allocation based upon student needs.  Builds the capacity of the staff to develop and implement rigorous, culturally responsive learning expectations and curriculum, instruction, and assessments.  Coordinates and supports an integrated, tiered system of supports that meets the diverse needs of student learners.  Deploys and develops systems for consistent monitoring and frequent collection of data to ensure accountability and data-informed decisions for the district.  Promotes and expects the effective use of technology and other resources in the service of teaching and learning to ensure each and every child has opportunities and access to academic growth. | Identifies and pursues innovative and promising practice/s that advance teaching and learning in the district.  Aligns all aspects of the system (e.g. finances, human resources, professional growth model, instructional resources, social and emotional resources, community resources, time allotments, etc.) to ensure continuous improvement that builds upon successes and challenges in curriculum, assessment and instruction with a relentless focus on results.  Creates and ensures conditions for intellectually challenging and authentic student learning experiences that are differentiated and personalized.  Serves as a model for other educational leaders or state/professional organizations on matters related to curriculum, instruction and assessment. |

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| **Evidence/Reflection:** |

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| Standard 5: Community of Care and Support for Students | | | |
| **Educational leaders cultivate an** [**inclusive**](#lo7m2bqtdajt)**, caring, and supportive school community that promotes the academic success and well-being of each student.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Apply policies and procedures that build a safe, caring, and healthy district environment.  Use data to monitor and evaluate the effectiveness of academic and socioemotional supports for students.  Pursue school-community relationships that provide opportunities for increased student learning experiences.  Seek to learn about the various cultures and languages of the district’s community. | Ensures policies and procedures are in place to build and maintain a safe, caring, and healthy district environment that meets the academic, social, emotional, and physical needs of each student.  Creates and sustains a district environment that supports the use of multiple sources of data to monitor and evaluate the effectiveness of academic and socioemotional supports for students.  Models adult-adult, adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.  Knowledgeable of available community resources to support student academic success and well-being.  Understands the district’s learning environment and the cultures and languages of the community. | Implements accountability systems to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.  Empowers and supports staff in making adjustments to academic and emotional supports based upon evaluation of multiple sources of data.  Utilizes available resources, including community resources, to provide coherent systems of supports and accommodations to meet the range of needs of each student.  Promotes the development of adult-adult, adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.    Infuses the district’s learning environment with the cultures and languages of the community.  Communicates and celebrates the accomplishments of students and staff. | Works in conjunction with the board of education to advocate publicly for an inclusive, caring, and supportive learning community that embraces the learning potential for each student.  Pursues additional resources to increase support for coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.  Partners with community organizations to increase support for positive student engagement and social and emotional development. |

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| **Evidence/Reflection:** |

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| 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.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Demonstrate hiring practices that are effective in maximizing human resources.  Conduct evaluation of educational leaders.  Provide feedback to educational leaders that inform improvement of their professional practice.  Participate in professional learning opportunities to enhance personal professional practice. | Supports the hiring processes at all levels of the school system in accordance with district practices and policies.  Encourages and ensures data-informed professional learning experiences related to district/building student learning goals for school leaders and teachers.  Conducts evaluation in accordance with state and district  policies.  Identifies and participates in personal professional learning opportunities to enhance professional practice.  Distributes resources equitably, ensures access to job-embedded professional learning, and gives opportunities to connect with outside organizations and/or individuals. | Collaborates in the development and operationalization of hiring practices and human capital structures that enable the district to recruit, hire, support, develop, and retain effective and caring school personnel.  Collaboratively establishes and champions a compelling and inclusive vision for professional learning.  Ensures a coherent system of supports to foster continuous improvement by  building individual and collective capacity.  Advocates for professional learning  by making both the impact of professional learning and their own learning visible to others.  Implements an evaluation and feedback system that supports reflection and continuous growth of knowledge, skills, and practice.  Develops the capacity, opportunities, and support for teacher leadership and leadership of school personnel.  Promotes the personal and professional health, well-being, and leadership-life fit of school personnel.  Models a passion for learning by engaging in professional development, personal reflection, study, and improvement that is grounded in current research and theory about effective schools and leadership. | Engages in professional learning experiences beyond the local district that expand the capacity of others.  Develops innovative recruitment and retention practices to attract and retain highly qualified personnel.  Promotes professional growth of others through mentoring and coaching. |

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| **Evidence/Reflection:** |

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| 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.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Include staff input to inform district decisions.  Obtain and review staff perception data.  Understand the purpose and function of teacher leadership within the district.  Collaborate with district leaders and staff in a way that reflects trust, transparency, and positive intention which improves professional practice.  Act in accordance with ethical, equitable, and culturally responsive policies and practices. | Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.  Encourages staff-initiated improvement of programs and practices.  Obtains data on staff perceptions of school practices and procedures.  Supports a system of teacher leadership within the district.  Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice.  Establishes and models behavioral norms that reinforce a supportive team culture, and consistently evaluates the collective effectiveness of the administrative team. | Develops and supports open, productive, caring, and trusting professional relationships among leaders and staff to promote professional capacity and the improvement of practice.  Empowers, entrusts, and expects all staff to act with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.  Sets high expectations for ethical and equitable professional practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.    Analyzes data on staff perceptions of school practices and procedures to identify areas of concern, sustainability, and growth.  Delegates, distributes, and/or shares leadership opportunities for the purpose of advancing student learning and social-emotional well-being. | Establishes mutual accountability and responsibility among teachers and staff to promote professional capacity and the improvement of practice.  Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with district goals.  Empowers administrators and staff to engage regularly in deliberations about important district matters. |

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| --- |
| **Evidence/Reflection:** |

|  |  |  |  |
| --- | --- | --- | --- |
| 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.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Communicate and engage with families and members of the community.  Utilize knowledge of the community’s cultural and social resources to support student learning.  Advocate for the district and its children.  Partner with community groups. | Is approachable, accessible, and welcoming to families and all members of the community.  Establishes and maintains positive, collaborative, and productive relationships with families and members of the community.  Partners with other school leaders to provide opportunities for families to develop their own skills in providing support, assistance and expectations for their children.  Communicates effectively on an as needed basis with families and members of the community.  Engages with the community to understand its strengths, needs and resources.  Is knowledgeable of the community’s cultural and social resources and employs them as needed.  Publicly promotes the needs of the district and the importance of education.  Pursues partnerships with community groups on behalf of students. | Engages in relevant, frequent and open bi-directional communication with families and the community.  Co-creates and sustains partnerships between the district, community, and students and families to support academic and social emotional learning.  Understands, values, and leverages the community’s cultural, social, intellectual, and political resources to support student learning and school improvement.  Provides the district as a resource for families and the community.  Advocates publicly for the needs and priorities of students, families, and the community.  Engages stakeholders, who reflect the community’s demographics, in planning, processing, and decision-making. | Serves as a resource to others throughout the state regarding effective, impactful family and community engagement strategies and programs.  Realizes district improvement goals related to productive and sustained partnerships.  Enlists the support of families and the community in advocacy efforts that lead to policy changes and/or improved outcomes for students.  Systemically leverages established infrastructures and processes to engage students and families in support of student growth and achievement.  Educates, encourages, and provides opportunities for members of the board of education to engage in meaningful dialogue with a wide variety of school community members. |

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| --- |
| **Evidence/Reflection:** |

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| --- | --- | --- | --- |
| Standard 9: Operations and Management | | | |
| **Educational leaders manage** [**school operations**](#svjimiqn8zvf) **and resources to promote each student's academic success and well-being.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Monitor and manage operations and administrative systems.  Manage staff resources.  Ensure monetary and nonmonetary resources are allocated and utilized in a responsible and equitable manner.  Employ technology to optimize efficiency.  Demonstrate fair and equitable management of conflict.  Utilize data and communication systems to deliver information to district stakeholders.. | Manages operations and administrative systems that promote the mission and vision of the district.  Strategically allocates staff resources and supports building leadership and district directors to meet students’ needs, program goals, and services.  Allocates resources to support students’ needs, program goals, and services.  Manages or supports the budget in a responsible, ethical, and accountable manner.  Complies with local, state, and federal laws.  Consistently demonstrates fair and equitable management of conflict. | Monitors, assesses, and adjusts operations and administrative systems that promote the mission and vision of the district.  Explores innovative ways to improve strategic allocation of resources to impact programs and services to meet students’ needs and ensure their safety.  Uses data to determine, seek, and acquire additional resources to support students’ needs, program goals and services.  Communicates to both internal and external stakeholders the efficient and effective use of district resources aligned with district priorities and students’ needs.  Leverages technology to improve the quality, effectiveness, and efficiency of operations and management.  Supports processes among building and district leadership for enrollment management and curricular and instructional articulation.  Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.  Navigates and influences internal and external politics with the goal of achieving the district’s mission and vision. | Serves as a resource to others throughout the state in the allocation of resources and effective management procedures.  Empowers and encourages staff to seek increased efficiencies within and across the system. |

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| --- |
| **Evidence/Reflection:** |

|  |  |  |  |
| --- | --- | --- | --- |
| Standard 10: School Improvement | | | |
| **Educational leaders act as agents of** [**continuous improvement**](#p1rlmd4sfkwj) **to promote each student's academic success and well-being.** | | | |
| **Does Not Meet Standard** | **Meets Standard** | | |
| **Ineffective** | **Developing** | **Effective** | **Highly Effective** |
| **Needs to...** |  | **Reaches and maintains the Developing Level, and...** | **Reaches and maintains the Effective Level, and…** |
| Use research to inform goal-setting process.  Include stakeholder groups in the development of goals and priorities.  Implement district goals and priorities.  Review data to monitor goal progress.  Communicate with stakeholders on school improvement progress. | Understands the context of current practices within the school and community to inform decision-making.  Models an ongoing process of evidence-based inquiry, learning, personal and professional goal-setting, planning, implementation, and evaluation.  Uses and reviews data to identify and monitor district goals to inform organizational improvement and decision-making.  Develops and articulates a comprehensive plan for achieving improvement goals.  Stays current on research to inform improvement strategies.  Communicates district priorities and goals to stakeholders.  Establishes coherence across priorities in support of district goals and priorities. | Engages internal and external stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation.  Develops systems of data collection, management, analysis to support planning, implementation, monitoring, feedback, evaluation, and communication.  Promotes coherence among systemic improvement efforts, change initiatives, and all aspects of school organization, programs, and services.  Manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance.  Provides support and encouragement and openly communicates the importance of outcomes of improvement efforts.  Promotes curiosity, experimentation, and innovation, and the willingness to initiate and implement improvement throughout the organization. | Achieves meaningful and sustained gains in school improvement.  Utilizes risk, competing initiatives, and conflict to improve the academic success and well-being of students.  Serves as a resource to others throughout the state in school improvement efforts.  Defines systemic implications of how change initiatives interact so coherence can be maintained and vision be attained.  Develops the capacity of the system to assess the applicability of emerging educational trends, changing district needs, and the findings of research for continuous improvement. |

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| **Evidence/Reflection:** |

# Summary

In the central office leader’s first year in the position, the central office leader is evaluated based on all 10 standards. In subsequent years, the central office leader and supervisor revisit their mutual understanding of the central office leader’s competence relative to all 10 standards. They then move to an in-depth and focused conversation grounded in the leader’s IAPDP goals and aligned standards. (See process identified on [page 5 under Iowa Code](#8njuss6kv84b) and Steps identified in [Suggested Timeline](#8al9wmnu9mu5))

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **20\_\_ - 20\_\_\_** | Meets Standard | | | Does  not meet Standard | **Focus Standards** | |
| **Standard** | Developing | Effective | Highly Effective | Ineffective |
| 1. Mission, Vision, and Core Values |  |  |  |  |  | 1. Mission, Vision, and Core Values |
| 2. Ethics and Professional Norms |  |  |  |  |  | 2. Ethics and Professional Norms |
| 3. Equity and Cultural Responsiveness |  |  |  |  |  | 3. Equity and Cultural Responsiveness |
| 4. Curriculum, Instruction and Assessment |  |  |  |  |  | 4. Curriculum, Instruction and Assessment |
| 5. Community of Care and Support for Students |  |  |  |  |  | 5. Community of Care and Support for Students |
| 6. Professional Capacity of School Personnel |  |  |  |  |  | 6. Professional Capacity of School Personnel |
| 7. Professional Community for Teachers and Staff |  |  |  |  |  | 7. Professional Community for Teachers and Staff |
| 8. Meaningful Engagement of Families and Community |  |  |  |  |  | 8. Meaningful Engagement of Families and Community |
| 9. Operations and Management |  |  |  |  |  | 9. Operations and Management |
| 10. School Improvement |  |  |  |  |  | 10. School Improvement |

**Significant Achievements**:

**Central Office Leader Comments:**

**Supervisor Comments:**

Recommendation for Continuous Improvement (check one)

\_\_\_\_\_Professional Growth Plan

\_\_\_\_\_Remediation Target(s)

Central Office Leader Signature: Date: Evaluation Period: 20\_\_\_\_ to 20\_\_\_\_

Supervisor: Date:

# Iowa Individual Administrator Professional Development Plan

to be developed collaboratively between administrator and supervisor

**Name:**  **School:** **District:** **AEA:**

**District or Building Focus**

**General *District* Goal Area** (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your 

leadership actions in this area.



**Specific *School* or District Goal** (for above general goal area)



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific Leadership Goals\***  (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved) | **Related**  **ISSL** | **Indicators of Progress**  (Document the effect of chosen indicators.) | **Start &**  **End Dates** | **Review**  **Date(s)** | **Items discussed during**  **review** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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\*Administrators are encouraged to use “S.M.A.R.T.I.E. Goal” design to develop their goals.

**Supports for Plan Implementation** (check all that apply and describe)

☐Supervisor/Board: ☐AEA/Regional:

☐Peer: ☐Other:

Central Office Leader Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor Signature/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# S.M.A.R.T.I.E. Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the one to three goals you are considering.

**S – Strategic and Specific**

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

**M – Measurable**

Establish concrete criteria for tracking progress and determining success.

**A – Attainable**

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

**R – Relevant & Realistic**

Identify a goal that is worthwhile and timely.

**T – Time-bound**

Establish a starting and ending date for completion of the goal.

I **–** Inclusive

Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and

decision/policy-making in a way that shares power.

E **– Equitable**

Includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.

**Leadership Goal Design Questions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S -** What **exact goal do you wish to accomplish?** | **M** – How will you measure your goal? How will you know you’ve accomplished it? | **A** – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? What skills and/or support will you need to reach your goal? | **R** –Is the goal worthwhile--will accomplishing it make an impact? Is the time right to achieve this goal? | **T** – When will you complete your goal? List start date, review date(s) and end date. | **I – How can this goal help eliminate gaps across race, class, gender, and other marginalized groups? Can you imagine there being any unintentional disparate impact along lines of race, gender, class, ability, access, or power?** | **E – How will the process of achieving this goal improve equity and inclusion?** |

**Final leadership goal statement:** (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

# Remediation Target

**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 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** |
|  |  |  |  |  |

Supervisor Comments:

Central Office Leader Comments:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Supervisor Signature | Date | Central Office Leader Signature | Date |

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# Glossary

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| --- | --- |
| **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; *The School Community Journal*; Vol. 6; No. 1; Spring/Summer 1996.] |
| civility | 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>.]  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](https://www.amazon.com/Trust-Your-Canary-Workplace-Incivility/dp/0994726406)) |
| 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/IaMEES.pdf> |
| collective capacity | 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, School Leadership & Management, 30:1, 51-63, DOI: [10.1080/13632430903509766](https://doi.org/10.1080/13632430903509766)]  “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](https://michaelfullan.ca/wp-content/uploads/2016/06/Untitled_Document_8.pdf)) |
| 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:   1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership. 2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 3. Place children at the center of education and accept responsibility for each student’s academic success and well-being. 4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. 6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.   [Retrieved from <http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf>] |
| progression | Purposeful sequencing of leadership performance expectations across multiple developmental stages; must be interpreted together with definitions of effectiveness  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>] |
| school operations | 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>.] |
| shared mission | 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/>] |
| strengths-based approach | 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. |
| trustworthiness | The quality of a person or a thing that inspires reliability. [Retrieved from <https://www.vocabulary.com/dictionary/trustworthiness>] |

[Back to Table of Contents](#icxmnqxrhrtq)