Policy 303.06: Administrator Evaluation

Status: ADOPTED

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The Superintendent shall conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. Semi-annually for the first two years then annually, the Superintendent will formally evaluate the administrators The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the District, clarify the administrator's role as the Board and the Superintendent see it, assess administrator competence in the Iowa Standards for School leaders, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the Superintendent and the Administrator. This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities and competence.

The formal evaluation shall include criteria related to the job description. The Superintendent, after receiving input from the administrators, shall present the formal evaluation instrument to the board for approval.

The formal evaluation shall also include an opportunity for the administrator and the Superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the Superintendent, signed by the administrator and filed in the administrator's personnel file.

The administrator will be an educational leader who promotes the success of all students by:

- Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
- Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.
- Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
- Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Professional community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
- Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
- School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

 It shall be the responsibility of the Superintendent to conduct formal evaluations of the probationary g administrators and non-probationary administrators prior to May 15th at a time mutually agreeable with the administrators and the Superintendent.

This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities, and competence. While the Superintendent is primarily responsible for the development of the evaluation instrument and for evaluating the administrators, boards may be involved in the review of the administrator's evaluation upon the administrators' request.

The Board may discuss the evaluation of the administrator. This discussion may take place in a closed session upon a request from the administrator.