# Diocese of Sioux City

# Administrators Evaluation Handbook

## Diocese of Sioux City
## January 2019

# Administrator Evaluation: A Systems Approach

## Introduction

The administrator evaluation process is vital to effective leadership and governance in our Catholic schools in the Diocese of Sioux City.  It defines expectations, enhances communication, prioritizes School/Diocesan goals and assists the Administrator in maintaining accountability for improving student achievement and meeting the spiritual and social needs of our students. It is based on the Iowa Standards for School Leaders (ISSL).

Administrator evaluations 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 administrator and members of the board can operate with integrity. During this evaluation process the Superintendent of Schools for the Diocese will use a variety of sources of data to complete the evaluation.  The first source of data is the Individual Career Development plan created by the administrator and shared with the Superintendent.  Another source of information is the Administrator Performance Survey which allows board members and staff to share information on the how the Administrator is meeting the Diocesan/Iowa Standards for School Leaders (ISSL). The Superintendent may also include information from observations and interactions with the administrator and their school.  Finally, each administrator will produce artifacts to show how he/she is meeting each of the seven Diocesan/Iowa Standards for School Leaders.

The Diocese requires that the administrator be evaluated annually based on the six Iowa Standards for School Leaders as well as on a Catholic Identity standard.  It is expected that persons new to administration, holding an Initial Administrator License, will have a comprehensive summative evaluation during their first 2 years of employment. Administrators who assume a new administrative position, and hold a Professional Administrator License, will also have a summative evaluation during their first year in the new position. After the initial summative evaluation, an annual formative assessment will be conducted around the Administrator's Individual Career Development Plan (ICDP) and include an annual school board survey. The summative evaluation requires documentation of competence on the six ISSL standards (A4) and the faith formation standard, meeting of school expectations drawn from the school's Comprehensive School Improvement Plan, Individual Career Development Plan goal attainment, and other supporting documentation, including staff and board surveys.

Mentoring is also an important component of supporting administrators new to a Catholic school in the Diocese of Sioux City.  New principals will participate in quarterly mentoring meetings with the Diocesan superintendent, and will also be paired with a veteran administrator of a Catholic school similar to his or hers for additional support and help as needed.

## Operating Principles

A comprehensive administrator evaluation process must:

1. Link to academic, spiritual, social and emotional growth for all students in the system.

2. Recognize the importance of the Administrator's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.

3. Align with the six Iowa Standards for School Leaders (ISSL), and a 7th standard centering on Faith/Catholic Identity.

4. Have research-based criteria about effective Administrator behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.

5. Provide opportunities for personal, professional and spiritual growth.

6. Be ongoing and connected to school improvement goals.

7. Connect the School's goals with the community's vision for its schools.

8. Be intended to improve administrator performance and provide for growth.

Each standard covers an area of significant administrative Catholic school responsibility, and specifically includes skills, knowledge, characteristics, and attitudes that affect leadership and governance in the Catholic schools of the Diocese of Sioux City. The acquisition and strengthening of these qualities and competencies is a developmental task, which requires periodic evaluation. The performance indicators are designed to not only assess performance, but perhaps more importantly provide criteria for improvement.

**Process**

The principal evaluation is facilitated by the Diocesan Superintendent. Data for the evaluation comes from the following sources:

- Individual Career Development Plan (ICDP)/goal-setting
- Superintendent observations
- Surveys from board members and staff
- principal self-assessment

Each principal receives:

- a summary report of ratings/and input data during his/her summative evaluation
- feedback concerning annual goal setting

The Superintendent will prepare the summary report to be shared with the principal. The principal is responsible for utilizing the data in subsequent goal setting and Individual Career Development Plans (ICDP).

**Step One:** The administrator and Superintendent review the evaluation process and the specific types of data sources that will be used.

**Step Two:** Data Collection from principal self-assessment, school board and staff surveys.

School Board

- Surveys will be shared electronically. Board members must sign the survey, or the data will not be considered or included in the summary report. All responses will remain confidential. Any questions may be directed to the superintendent.

Certified and Non-Certified Staff

- Surveys will be shared electronically. Staff members must sign the survey, or the data will not be considered or included in the summary report. All responses will remain confidential. Any questions may be directed to the superintendent.

**Step Three:** Data Analysis and Communication

The Superintendent analyzes all data and completes administrator evaluation form (see page 8) summary report. The principal and the Superintendent meet to review the evaluation and discuss strengths and possible growth areas. The Superintendent will consult with the principal to determine the best method for sharing results with the school board and pastor which could include but is not limited to:

- meeting with the board chair and/or pastor, who in turn, would share results in executive session at the next board meeting
- Superintendent would share results in executive session at the next board meeting
- Other options as determined by Superintendent, administrator, board chair and/or pastor

Any copies of evaluation information should be collected back by the board chair and destroyed.

**Step Four:** Goal - setting
The principal utilizes the data in subsequent goal-setting and Individual Career Development Plans (ICDP).

# Suggested Timeline for Administrator Evaluation

TIMELINE | ACTION*

June

1. Administrator creates Individual Career Development Plan goals, mutually agreed upon by Superintendent and Administrator.

2. Administrators scheduled for summative evaluations the next school year are notified.

August

3. Superintendent reviews summative evaluation processes, forms, indicators, timeline and possible supporting documents/information/data to be used to measure performance for administrators.

Fall

4. Board President and Administrator review evaluation process, forms, and ICDP goals with board members.

Quarterly or Early Winter

5. Administrator makes interim progress reports to Superintendent on School goals and Individual Career Development Plan goals. The Administrator shares the progress with the local board of education.

January/February

6. Administrator completes a self-assessment including reflections and supporting artifacts and provides it to Superintendent.

7. Individual board and staff members complete evaluation survey (A3). Board members can review Administrator's board reports (A5) completing the survey. CSO compiles results for Superintendent to include in summative evaluation.

March

8. Superintendent's official evaluation document(s) is shared, clarified and discussed with the Administrator. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record (A2).

9. Evaluation document is reviewed with administrator, pastor, and board president.

10. The Board President shares the evaluation results with the rest of the local board of education in executive session.

11. A copy of the final written evaluation form is placed in Administrator's personnel file.

March/April

12. Diocese of Sioux City policy requires that written notification must be given by April 15th to an administrator who will not be offered a contract for the following year. All applicable contract terms and appropriate Diocesan policies must be followed regarding personnel issues.

Late Spring

***Return to the beginning of the cycle***

4

**STANDARD # 1: The administrator is an educational leader who helps create a Faith Community.**
**Sample Performance Indicators (Faith Community)**
Share examples of how your work met this standard.

**STANDARD #2: The Administrator is an educational leader who 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)**
Share examples of how your work met this standard.

**STANDARD #3: An educational leader 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)**
Share examples of how your work met this standard.

**STANDARD #4: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)**
Share examples of how your work met this standard.

**STANDARD #5: An educational leader 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)**
Share examples of how your work met this standard.

**STANDARD #6: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)**
Share examples of how your work met this standard.

**STANDARD #7: An educational leader 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)**
Share examples of how your work met this standard.

Diocese of Sioux City, Catholic Schools Office
**Principal Performance Evaluation Summary**
2019-2020

| School Name/Town | | School Year | |
|---|---|---|---|
| Principal Name | | Date of last evaluation | |

**Background:**
The following evaluation is based on the analysis of the data received from school board and staff members of <school name> as well as information gathered from <principal name> and the Diocesan Superintendent. Data and feedback are based on the Diocesan/Iowa Standards for School Leaders (ISSL).  Included in the summary are significant achievements and suggested goal and growth areas for <name> to consider.

The data upon which this summary is based is in a confidential file in the Catholic Schools Office, Sioux City, Iowa.

These administrative standards reflect the qualities and competencies expected of Catholic School Administrators in the Diocese of Sioux City.

**SUMMARY RATINGS ON INDIVIDUAL STANDARDS:**
 (4) innovative          (3) proficient          (2) progressing          (1) not evident

| | Average |
|---|---|
| **Standard 1:**  Faith Community<br>A Catholic school administrator is an educational leader who helps create a Faith Community.<br><br>**Analysis:** | |
| **Standard 2:**  Shared Vision<br>A Catholic school administrator is a faith-filled educational leader who 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.<br><br>**Analysis:** | **Average** |
| **Standard 3:**   Culture of Learning<br>A Catholic school administrator is a faith filled 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 growth.<br><br>**Analysis:** | **Average** |

| | |
|---|---|
| **Standard 4:** Management<br>A Catholic school administrator is a faith filled 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.<br><br>**Analysis:** | **Average** |
| **Standard 5:** Family and Community<br>A Catholic school administrator is a faith-filled 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.<br><br>**Analysis:** | **Average** |
| **Standard 6:** Ethics<br>A Catholic school administrator is a faith-filled educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.<br><br>**Analysis:** | **Average** |
| **Standard 7:** Societal Context<br>A Catholic school administrator is a faith filled educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.<br><br>**Analysis:** | **Average** |

**Overall Summary:**


_____           _____
Principal                                                                      Date


_____           _____
Pastor                                                                          Date


_____           _____
Board Chair                                                                 Date


_____           _____
Evaluator                                                                     Date

# Sample 1: Administrator Evaluation Form

## PART I: FACILITATOR OF FAITH COMMUNITY

**STANDARD# 1: The administrator is an educational leader who helps create a Faith Community.**
**Sample Performance Indicators (Faith 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 the Administrator demonstrate competence on all descriptors.*

• Role models their Faith
• Develops a shared vision of the school's faith community
• Reflects the fourfold mission of the Church: community, worship, service and message
• Gives Priority to the Development of the Total Catholic Quality of the School
• Builds the Catholicity of the school
• Insures quality religious instruction
• Causes quality faith experiences to take place such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer...
• Promotes cooperation with priests/pastoral staff
• Promotes a sense of home, school, and parish unity
• Models a spirit of reconciliation
• Fosters the Service Dimension of Faith Development among Teachers and Students
• Promotes Catholic Social teachings at all grades and with the staff and parents.

| Evidence: | Summary Rating |
|---|---|
| | |
| | Exceeds Standard |
| | |
| | Meets Standard |
| | |
| Reflection: | Needs Improvement |
| | Doesn't Meet Standard |
| | |
| | |
| | |
| | |

## Part II   JOB RESPONSIBILITIES

**STANDARD #2: The Administrator is an educational leader who 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 activities/behaviors that would support the criterion. The descriptors are not exhaustive, nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.*

2a.   In collaboration with others, uses appropriate data to establish rigorous, concrete
goals in the context of student achievement and instructional programs.
- Identifies critical data elements with stakeholder groups (i.e. teacher leaders, principals, School Improvement Advisory Committee, Board, etc.).
- Ensures data-driven goals are set for the building and School teams.
- Participates in planning process to establish measurable goals with all stakeholders.

2b. Uses research and/or best practices in improving the educational program.
- Demonstrates knowledge of current research and best practice.
- Ensures staff has access to information and/or examples of current research and best practice.
- Aligns goals with current research and best practice about high quality instructional programs.
- Systematically engages stakeholders in discussions about current research and best practice.

2c. Articulates and promotes high expectations for teaching and learning.
- Holds administrative team to established expectations for teacher and student performance.
- Works with stakeholders to establish expectations for teacher and student performance.
- Communicates and discusses expectations for teaching and learning with stakeholders.
- Promotes the belief that all students will master rigorous academic standards.
- Facilitates goal setting to improve student achievement.

2d. Aligns and implements the education programs, plans, actions, and resources with the School's vision and goals.
- Ensures building-level goals and action plans are consistent with School goals.
- Ensures curriculum, instruction, and assessment alignment.
- Provides leadership for development of effective and meaningful school improvement plan.
- Makes decisions and allocates resources to support building and School goals.

2e. 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 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.

2f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- Uses multiple means of communication to report School progress to share and help all stakeholders understand school progress.
- Responds to stakeholder questions and/or concerns with information.

| Evidence: | Summary Rating |
|---|---|
| | Exceeds Standard |
| | Meets Standard |
| **Reflection**: | Needs Improvement |
| | Doesn't Meet Standard |

**Questions for reflection on:**
**Standard #2**

*The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.*

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the School's initiatives, allocation of resources and student learning? (success? achievement?)
- How are you supporting the accomplishment of our School's vision?
- How does our student achievement data compare to others?
- What are the factors that you believe will impact our long-range vision?
- What is the approach you use to developing and sustaining the School's vision?
- How widely known is the vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
- Does our vision reflect the culture and climate of our community?

**Possible artifacts the Administrator could use to demonstrate proficiency.**
**Standard #2**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.*

- Board Agendas/Administrative Team Agendas
- Media – Newsletter/paper articles/web site
- Presentations to groups, including teachers (shareholders/stakeholders)
- Comprehensive School Improvement Plan actions for Annual Progress Report
- Board and Administrative goals
- Growth goals for Administrators
- Board policy and Administrative policy enforcement that's reflective of a "new" vision with supporting materials
- Work with School Advisory Council
- Participation on state, regional, national initiatives
- "Observational" data from Board, Staff, etc.
- Evidence of annual review of School's mission statement and alignment to practice
- Communication "vehicles" that make the school vision visible to stakeholders

**STANDARD #3: An educational leader 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 the Administrator demonstrate competence on all descriptors.*

3a. Provides leadership for assessing, developing and improving climate and culture.
- Articulates a plan to improve/sustain the desired climate and culture.
- Defines a set of core values, which reflect the desired climate and culture.
- Facilitates the assessment of implementation of plan and alters as necessary based on data sources.
- Fosters a climate in which every student is well known, respected, and cared for.

3b. 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 School stakeholders.

3c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- Articulates desired effective teaching and learning experiences.
- Facilitates the utilization of effective current practices and new innovations.
- Orchestrates processes to improve teaching and learning experiences.
- Facilitates the assessment of the results, which reflect the success of established processes.

3d. 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 each 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.

3e. Evaluates staff and provides ongoing coaching for improvement.
- Demonstrates an understanding of and applies the Iowa School Teaching Leadership Standards and Criteria.
- Maximizes School evaluation process to improve staff performance.
- Initiates frequent conversations focused on continuous improvement.
- Initiates critical conversations about quality teaching.

3f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- Allocates resources to provide ongoing, research-based professional development.
- Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement.
- Solicits input from staff regarding professional development needs and planning.
- Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.

3g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- Demonstrates an understanding of current research and theory regarding effective schools and leadership.
- Builds professional growth plan based on school's needs, the school improvement plan, and data on student performance.

3h. 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.

3i. Is easily accessible and approachable to all stakeholders.
- Develops and communicates a process for stakeholders to communicate with the administrator.

3j. Is highly visible and engaged in the school community.
- Interacts with stakeholders in ways that enhance their support for the School.
- Makes systematic and frequent visits to buildings and school and community activities.

3k. 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.

| Evidence:                                                                 | Summary Rating |
|---------------------------------------------------------------------------|----------------|
| _____                                  |                |
| _____                                  | Exceeds Standard |
| _____                                  | Meets Standard |
| _____                                  | Needs Improvement |
| _____                                  | Doesn't Meet Standard |
| _____                                  |                |
| **Reflection**:                                                           |                |
| _____                                  |                |
| _____                                  |                |
| _____                                  |                |
| _____                                  |                |
| _____                                  |                |
| _____                                  |                |
| _____                                  |                |

## Questions for reflection on:
## Standard #3

*The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.*

- How do you monitor the culture and climate of the School? What are the key factors that you consider? (Possible key factors to consider:)
    1. Alignment of quality professional and theological development for all staff
    2. Norms about professionalism
    3. Staff turnover analysis based on exit interviews
    4. Student discipline data
    5. Grievances
    6. Absentee rates (staff and students)
    7. Beginning teacher retention
    8. Staff honors/recognitions and student recognitions
    9. Open enrollment data
    10. Student sub-group profiles re: participation rates in activities
    11. Post-graduate surveys
    12. Student achievement data
    13. Student recognitions
- How do you support a culture where everything is focused on student achievement?
- How do you insure a culture of equality and equity?
- What standards do you set for yourself for professional development and growth?
- How do you tell if the resources we're investing in professional development make a difference in student achievement?
- What evidence can you provide that we're using the best research about quality professional development?

**Possible artifacts the Administrator could use to demonstrate proficiency.**
**Standard #3**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.*

- Professional Development Plan
- Log of school visits and conversations with staff (includes emails)
- Reflective journals
- Agenda of learning experiences of administrative teams
- Written communications
- Feedback from a wide variety of stakeholders about performance as the Administrator
- Surveys of staff/community
- Meeting logs of times with administrative staff/support staff
- Symbolic "pins", other symbols – celebrations, etc.
- Student achievement data
- Reports and celebrations of student achievement to Board and other audiences
- Linkage of Iowa Professional Development Model to student achievement goals
- Evidence of teachers examining student achievement data
- Iowa Youth Survey results
- Log of school visits and presentations
- Monthly calendar
- Comprehensive School Improvement Plan
- ACT Student Satisfaction Survey
- Written proposals for innovative practices
- Distribution of research to administrative team and teachers
- Documentation of coaching and evaluation of principals
- Trends in Career Development Plan growth goals for teachers
- Meaningful interpretive reports of student achievement data delivered in lay language

**STANDARD #4: An educational leader 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 the Administrator demonstrate competence on all descriptors.*

4a. Complies with state and federal mandates and local board policies.
- Ensures organizational compliance at all levels of local, state, and federal policies and mandates.
- Explains local, state, and federal policies and mandates to stakeholders.
- Allocates resources to support the compliance of local, state, and federal policies and mandates.
- Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state, and federal policies and mandates.

4b. Recruits, selects, inducts, and retains staff to support quality instruction.
- Uses a variety of methods and resources to recruit highly qualified staff.
- Develops School procedures for hiring staff and ensures the process is followed.
- Ensures opportunities are provided for orientation, mentoring, and ongoing support for staff.

4c. Addresses current and potential issues in a timely manner.
- Identifies issues with the potential to impact the School.
- Develops plans to address the issues with the potential to impact the School.

- Uses appropriate methods to communicate plans.

4d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- Allocates resources, including technology, to optimize student learning.
- Implements and communicates effective budgetary policies and procedures.
- Assesses School facility needs and develops plan to meet those needs.

4e. Protects instructional time by designing and managing operational procedures to maximize learning.
- Develops a school calendar to optimize student learning.
- Works with Board to develop policies and procedures to optimize student learning.

4f. Communicates effectively with both internal and external audiences about the operations of the school.
- Ensures the development and maintenance of a School communication plan.
- Gathers information and input from a variety of sources prior to communicating.
- Communicates accurate information to appropriate audience(s) in a timely manner.

| Evidence: | Summary Rating |
|---|---|
| | Exceeds Standard |
| | Meets Standard |
| | Needs Improvement |
| **Reflection**: | Doesn't Meet Standard |

**Questions for reflection on:**
**Standard #4**

**The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.**

- What strategies do you use to monitor the general operations of the School?
- How do you identify areas for improvement?
- How do you insure that the School's general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How does our financial data compare to other schools of comparable size and demographics?
- How often do you have critical conversations with the business manager about the financial health and financial safeguards for the School?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the School?

**Possible artifacts an Administrator could use to demonstrate proficiency.**
**Standard #4**

**The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.**

- Administrative "calendar"
- Department of Education site visit summative report
- Auditor's Report
- Grants received/applied for – alignment to goals of the School; sustainability
- Induction plan of Board members for understanding of school finance (confidence of Board members' understanding)
- Facility plans
- Enrollment plans
- Policies/procedures for management of funds
- "Categorical" funds/budgets
- Emergency/Crisis Plans
- Hiring process
- Employee handbooks
- External audits
- Board meeting agendas
- Meeting records of conversations with Business Manager about fiscal health
- "Second opinion" report about financial health of the School
- Financial Report Card
- Administrative Team Meeting Agendas

**STANDARD #5: An educational leader 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 the Administrator demonstrate competence on all descriptors.*

5a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- Ensures the involvement of students, families, and community members in the decision-making process to enhance student achievement.
- Promotes collaborative opportunities to enhance School achievement.
- Builds partnerships with community groups to support School goals.

5b. Promotes and supports a structure for family and community involvement in the education system.
- Establishes 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.

5c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Ensures process exists for connecting students and families to appropriate health and social services.

5d. 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.

| Evidence: | Summary Rating |
|---|---|
| _____ | |
| _____ | Exceeds Standard |
| _____ | Meets Standard |
| _____ | Needs Improvement |
| _____ | Doesn't Meet Standard |
| _____ | |
| **Reflection**: | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

**Questions for reflection on:**
**Standard #5**

*The questions provided are meant to guide the discussion between the Administrator and the board.*
*The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.*

- What data do you have that indicates the level of meaningful parent involvement in their children's education?
- What steps have you taken to initiate community partnerships around School goals? What are the results of the initiatives?
- How do you reach out to "unengaged" parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc?
- What do you do to model a healthy balance between professional and personal responsibilities to the families in our School?

**Possible artifacts the Administrator could use to demonstrate proficiency.**
**Standard #5**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts*
*listed are not exhaustive nor would it be reasonable to expect an Administrator to provide all of the artifacts.*

- Meeting logs/minutes of task force meetings
- Level of volunteerism
- Parent - Teacher conference numbers
- Number of hits on web site

- Community Survey
- Needs Assessments/Satisfaction surveys/Focus Groups
- Election results that impact tax levies
- Written communications
- Data on outreach programs
- Collaborative Partners
- Advisory Board minutes
- Participation in 6-year plan for 8th graders
- Parenting classes - numbers
- Inter-agency agreements
- "House calls" – contact with parents and partners
- Open houses
- Membership and service to service clubs
- Participation in youth-oriented organizations
- Communications with parents
- Minutes of the School Improvement Advisory Committee meeting

**STANDARD #6: An educational leader 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 the Administrator demonstrate competence on all descriptors.*

6a. Demonstrates ethical and professional behavior.
- Adheres to state and federal mandates.
- Adheres to board policies, School procedures, and contractual obligations.
- Adheres to professional standards of behavior.
- Treats people fairly and with respect.

6b. 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.

6c. Fosters and maintains caring professional relationships with staff.
- Remains aware of personal needs of the staff.
- Is informed about significant personal issues in the lives of the staff.
- Acknowledges significant events in the lives of the staff.

6d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- Practices equity in meeting School needs.

6e. Is respectful of divergent opinions.
- Solicits the opinion of others.

| Evidence: | Summary Rating |
|---|---|
| | Exceeds Standard |
| | Meets Standard |
| | Needs Improvement |
| | Doesn't Meet Standard |

| Reflection: | |
|---|---|
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

## Questions for reflection on:
## Standard #6

*The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.*

- How do you apply ethical decision-making with staff, students, parents and other stakeholders?
- How do you confront and resolve any ethical issue that arises re: interactions between staff, staff & students, students & students, board to board, board to school personnel, board to community?
- What strategies do you employ when dealing with ethical issues such as treating all students equitably, insuring that under-performing students are given extra supports, creating a safe learning environment for all students, etc.?
- How do you model integrity, fairness and ethical behavior?
- When have you drawn an ethical "line in the sand"?
- What evidence can you provide that your decisions are based on the "greater good" of all students and the system?
- What values and beliefs are central to how you approach ethical dilemmas?
- What standards do you set for yourself for your own professional development and growth?

## Possible artifacts the Administrator could use to demonstrate proficiency.
## Standard #6

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.*

- Feedback from a variety of stakeholders
- Record of solicitation of feedback
- Customer satisfaction indices
- Special Education delivery plan
- Written recommendations on difficult issues
- "Equity" School-wide program results
- Character Education Program data
- Sportsmanship – Coaches feedback
- Affirmative Action Plan
- Email file

**STANDARD #7: An educational leader 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 the Administrator demonstrate competence on all descriptors.*

7a. Collaborates with service providers and other decision-makers to improve teaching and learning.
  - Participates in efforts for improved education through the political process.
  - Responds to community needs by supporting educational programs.
  - Interacts with organizations to enhance support for schools.

7b. Advocates for the welfare of all members of the learning community.
  - Serves as educational liaison to the community.
  - Advocates for children and families in the larger community.

7c. Designs and implements appropriate strategies to reach desired goals.
  - Assesses needs and analyzes data before making decisions.
  - Provides opportunities for input from all stakeholders.
  - Understands community profile and its relationship to global society.
  - Ensures the infusion of global understandings in program design and implementation.

| Evidence: | Summary Rating |
|---|---|
|  | Exceeds Standard |
|  | Meets Standard |
|  | Needs Improvement |
|  | Doesn't Meet Standard |
| Reflection: |  |

**Questions for reflection on:**
**Standard #7**

*The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive, nor would it be reasonable to expect the Administrator to respond to all questions.*

  - What service providers are we working with or networking with, and what is the impact of those efforts?
  - What steps are you taking to collaborate with other Schools, institutions, and organizations and on what issues?
  - What steps are you taking to ensure that our students & organization will be prepared for the changing demographics of our state and nation?

- What examples of your efforts to advocate for our School, all students, and for education can you give us?

**Possible artifacts an Administrator could use to demonstrate proficiency.**
**Standard #7**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.*

- Communication logs with legislators.
- Agendas from meetings –Area Education Agency, Board Meetings, meetings with legislators, etc.
- Participation in "non-school" initiatives, e.g. Economic Development, Chambers, Empowerment.
- Participation in Professional Associations like NCEA (National Catholic Education Association).
- Participation in state-level task forces.
- Involvement with community colleges, Institutions of Higher Education, Post-Secondary Institutions.
- Inter-Agency Agreements.
- Involvement with "School Safety" organizations.

## PART III – OVERALL SUMMARY [Check (√) one in each row]

| Job Responsibilities: | Satisfactory | Unsatisfactory |
|---|---|---|
| Standard 1 (Faith Community) | | |
| Standard 2 (Shared Vision) | | |
| Standard 3 (Culture and Learning) | | |
| Standard 4 (Management) | | |
| Standard 5 (Family and Community) | | |
| Standard 6 (Ethics) | | |
| Standard 7 (Societal Context) | | |

**Significant Achievements (BOE Comments)**:

**Areas for Growth (BOE Comments):**

**Principal Comments (To be completed during the meeting between the Superintendent/Principal):**

**Superintendent Comments:**

Recommendation for Continuous Improvement (check one)

_____Professional Growth Plan
_____Remediation Target

Principal's Signature: _____  Date: _____

Evaluation Period: _____, 20____ to _____, 20____

Superintendent:_____  Date: _____

# Appendix

**PRESIDENT/PRINCIPAL INDIVIDUAL CAREER DEVELOPMENT PLAN**
**DIOCESE OF SIOUX CITY**
**2019-2020**

_____     _____
President/Principal                                                       School

A.    GENERAL FOCUS OF THE PLAN:

B.    SCHOOL AND PERSONAL GOALS:

(Related to Iowa Core, CSIP, Building Professional Development Plan, Enrollment, Faith &Finance)

C.    DESCRIPTION OF THE PLAN, INCLUDING TIMELINES AND RESOURCES:

D.    INDICATORS OF PROGRESS: What artifacts will I collect to show I have accomplished my goals and that it impacted my practice?

_____     _____
President/Principal's signature/date                          Superintendent's signature/date

# REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). 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 |
|---|---|---|---|---|
|  |  |  |  |  |

Administrator Comments:

Board President Comments:

Signatures: _____     _____     _____     _____
                    Administrator                Date             Board President              Date

# THE DIOCESE OF SIOUX CITY, CATHOLIC SCHOOLS OFFICE
Principal/President Performance Evaluation
Board of Education

PRINCIPAL NAME: _____

SCHOOL: _____ DATE: _____

| | |
|---|---|
| 4 = Innovative | Performance as observed clearly exceeds expectations of the Diocese of Sioux City |
| 3 = Proficient | Performance as observed is professionally competent and meets expectations of the Diocese of Sioux City |
| 2 = Progressing | Performance as observed indicates a need for improvement |
| 1 = Not Evident | Performance as observed does not meet the standards of the Diocese of Sioux City |
| NA | Person completing survey has no knowledge of this standard |

Diocesan policy states that each principal/president in the Diocese of Sioux City shall be evaluated.  This evaluation form is part of that process.  Each board member should complete the evaluation form through the electronic survey link provided by the Catholic Schools Office. Responses will remain confidential.  If a paper copy of the survey is needed, one may be requested. The results will be compiled and shared with the administrator and Board President. The Board President will share with the board in executive session.  The Board President is responsible for sharing any additional feedback with the Superintendent before the summative evaluation document is completed and shared with the administrator.  Please provide an overall rating for each standard below, using the criteria listed below each standard as guides for your decision.  You may use the "comments" section under each standard to expand on, and give examples of your answers.

| Standard | Description | Appraiser Rating: |
|---|---|---|
| **1.0** | **The Administrator is a faith filled educational leader who helps create a Faith Community.** | |

Criteria:
   a. Role models their Faith.
   b. Develops a shared vision of the school's faith community.
   c. Reflects the fourfold mission of the Church: community, worship, service and message.
   d. Gives Priority to the Development of the Total Catholic Quality of the School.
   e. Builds the Catholicity of the school.
   f. Ensures quality religious instruction.
   g. Facilitates quality faith experiences such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer, etc.
   h. Promotes cooperation with priests/pastoral staff.
   i. Promotes a sense of home, school, and parish unity.
   j. Models a spirit of reconciliation
   k. Fosters the Service Dimension of Faith Development among Teachers and Students.
   l. Promotes Catholic Social teachings at all grades and with the staff and parents.
Comments:
      _____
      _____
      _____

| 2.0 | **The Administrator is a faith filled educational leader who 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)** | Appraiser Rating: |
|---|---|---|

Criteria:

 a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 b. Uses research and/or best practices in improving the educational program.
 c. Articulates and promotes high expectations for teaching and learning.
 d. Aligns and implements the education programs, plans, actions, and resources with the School's vision and goals.
 e. Provides leadership for major initiatives and change efforts.
 f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Comments:

_____
_____
_____

| 3.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:

 a. Provides leadership for assessing, developing and improving climate and culture.
 b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 e. Evaluates staff and provides ongoing coaching for improvement.
 f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 h. Promotes collaboration with all stakeholders.
 i. Is easily accessible and approachable to all stakeholders.
 j. Is highly visible and engaged in the school community.
 k. Articulates the desired school culture and shows evidence about how it is reinforced.

| | Comments: |
|---|---|
| | _____ |
| | _____ |
| | _____ |
| | _____ |

| 4.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
   a. Complies with state and federal mandates and local board policies.
   b. Recruits, selects, inducts, and retains staff to support quality instruction.
   c. Addresses current and potential issues in a timely manner.
   d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
   e. Protects instructional time by designing and managing operational procedures to maximize learning.
   f. Communicates effectively with both internal and external audiences about the operations of the school.

Comments:
_____
_____
_____

| 5.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
   a. Engages family and community by promoting shared responsibility for student learning and support of the educational system.
   b. Promotes and supports a structure for family and community involvement in the educational system.
   c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
   d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Comments:
_____
_____
_____

| 6.0 | **The Administrator is a faith filled educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)** | Appraiser Rating: |
|---|---|---|
| | Criteria:<br>    a. Demonstrates ethical and professional behavior.<br>    b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.<br>    c. Fosters and maintains caring professional relationships with staff.<br>    d. Demonstrates appreciation for and sensitivity to diversity in the school community.<br>    e. Is respectful of divergent opinions.<br>Comments:<br>_____<br>_____<br>_____ | |
| 7.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
| | Criteria:<br>    a. Collaborates with service providers and other decision-makers to improve teaching and learning.<br>    b. Advocates for the welfare of all members of the learning community.<br>    c. Designs and implements appropriate strategies to reach desired goals.<br>Comments:<br>_____<br>_____<br>_____ | |

Please list 1-2 significant achievements for your administrator:

Please list 1-2 suggestions for improvement for your administrator:

I have shared any serious concerns with the principal.  _____Yes _____ No _____ NA

_____     _____
Name of board member                                                        Date

# THE DIOCESE OF SIOUX CITY, CATHOLIC SCHOOLS OFFICE
Principal/President Performance Evaluation
Self-evaluation

NAME: _____

SCHOOL: _____ DATE: _____

| 4 = Innovative | Performance as observed clearly exceeds expectations of the Diocese of Sioux City |
|---|---|
| 3 = Proficient | Performance as observed is professionally competent and meets expectations of the Diocese of Sioux City |
| 2 = Progressing | Performance as observed indicates a need for improvement |
| 1 = Not Evident | Performance as observed does not meet the standards of the Diocese of Sioux City |

Diocesan policy states that each principal/president in the Diocese of Sioux City shall be evaluated.  This evaluation form is part of that process. Administrators should complete the self-evaluation form through the electronic survey link provided by the Catholic Schools Office.  If a paper copy of the survey is needed, one may be requested. The results will be compiled with board and staff survey results and shared with the administrator and Board President. The Board President will share with the board in executive session.  The Board President is responsible for sharing any additional feedback with the Superintendent before the summative evaluation document is completed and shared with the administrator.  Please provide an overall rating for yourself on each standard below, using the criteria listed below each standard as guides for your decision.  You may use the "comments" section under each standard to expand on, and give examples of your answers.

| Standard | Description | Appraiser Rating: |
|---|---|---|
| **1.0** | **The Administrator is a faith filled educational leader who helps create a Faith Community.**<br><br>Criteria:<br>   a.  Role models their Faith.<br>   b.  Develops a shared vision of the school's faith community.<br>   c.  Reflects the fourfold mission of the Church: community, worship, service and message.<br>   d.  Gives Priority to the Development of the Total Catholic Quality of the School.<br>   e.  Builds the Catholicity of the school.<br>   f.  Ensures quality religious instruction.<br>   g.  Facilitates quality faith experiences such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer, etc.<br>   h.  Promotes cooperation with priests/pastoral staff.<br>   i.  Promotes a sense of home, school, and parish unity.<br>   j.  Models a spirit of reconciliation<br>   k.  Fosters the Service Dimension of Faith Development among Teachers and Students.<br>   l.  Promotes Catholic Social teachings at all grades and with the staff and parents.<br>Comments:<br>_____<br>_____<br>_____ | |

| 2.0 | **The Administrator is a faith filled educational leader who 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
   a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
   b. Uses research and/or best practices in improving the educational program.
   c. Articulates and promotes high expectations for teaching and learning.
   d. and implements the education programs, plans, actions, and resources with the School's vision and goals.
   e. Provides leadership for major initiatives and change efforts.
   f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Comments:

_____
_____
_____

| 3.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
   a. Provides leadership for assessing, developing and improving climate and culture.
   b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
   c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
   d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
   e. Evaluates staff and provides ongoing coaching for improvement.
   f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
   g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
   h. Promotes collaboration with all stakeholders.
   i. Is easily accessible and approachable to all stakeholders.
   j. Is highly visible and engaged in the school community.
   k. Articulates the desired school culture and shows evidence about how it is reinforced.

| | Comments: |
|---|---|
| | _____<br>_____<br>_____<br>_____ |

| **4.0** | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|
| | Criteria:<br>    a. Complies with state and federal mandates and local board policies.<br>    b. Recruits, selects, inducts, and retains staff to support quality instruction.<br>    c. Addresses current and potential issues in a timely manner.<br>    d. Manages fiscal and physical resources responsibly, efficiently, and effectively.<br>    e. Protects instructional time by designing and managing operational procedures to maximize learning.<br>    f. Communicates effectively with both internal and external audiences about the operations of the school.<br>Comments:<br>_____<br>_____<br>_____<br>_____ | |

| **5.0** | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|
| | Criteria:<br>    a. Engages family and community by promoting shared responsibility for student learning and support of the educational system.<br>    b. Promotes and supports a structure for family and community involvement in the educational system.<br>    c. Facilitates the connections of students and families to the health and social services that support a focus on learning.<br>    d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.<br>Comments:<br>_____<br>_____<br>_____ | |

| 6.0 | **The Administrator is a faith filled educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)** | Appraiser Rating: |
|---|---|---|
| | Criteria:<br>    a. Demonstrates ethical and professional behavior.<br>    b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.<br>    c. Fosters and maintains caring professional relationships with staff.<br>    d. Demonstrates appreciation for and sensitivity to diversity in the school community.<br>    e. Is respectful of divergent opinions.<br>Comments:<br>_____<br>_____<br>_____ | |
| 7.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
| | Criteria:<br>    a. Collaborates with service providers and other decision-makers to improve teaching and learning.<br>    b. Advocates for the welfare of all members of the learning community.<br>    c. Designs and implements appropriate strategies to reach desired goals.<br>Comments:<br>_____<br>_____<br>_____ | |

**THE DIOCESE OF SIOUX CITY, CATHOLIC SCHOOLS OFFICE**
Principal/President Performance Evaluation
Staff

PRINCIPAL NAME: _____

SCHOOL: _____     DATE: _____

| 4 = Consistently | Performance as observed clearly exceeds expectations of the Diocese of Sioux City |
|---|---|
| 3 = Frequently | Performance as observed is professionally competent and meets expectations of the Diocese of Sioux City |
| 2 = Occasionally | Performance as observed indicates a need for improvement |
| 1 = Rarely | Performance as observed does not meet the standards of the Diocese of Sioux City |
| NA | Person completing survey has no knowledge of this standard |

Diocesan policy states that each principal/president in the Diocese of Sioux City shall be evaluated.  This evaluation form is part of that process.  Each staff member should complete the evaluation form through the electronic survey link provided by the Catholic Schools Office. If a paper copy of the survey is needed, one may be requested. The results will be compiled and shared with the administrator and Board President.  Please provide an overall rating on each standard below, using the criteria listed below each standard as guides for your decision.  You may use the "comments" section under each standard to expand on, and give examples of your answers. **Responses on this survey will remain confidential.**  You are asked to sign the instrument in the event the professional evaluator has questions regarding your rankings or comments. Unsigned forms will not be included in the summary report. Thank you in advance for your input.

| Standard | Description | Appraiser Rating: |
|---|---|---|
| **1.0** | **The Administrator is a faith filled educational leader who helps create a Faith Community.**<br><br>Criteria:<br> a. Role models their Faith.<br> b. Develops a shared vision of the school's faith community.<br> c. Reflects the fourfold mission of the Church: community, worship, service and message.<br> d. Gives Priority to the Development of the Total Catholic Quality of the School.<br> e. Builds the Catholicity of the school.<br> f. Ensures quality religious instruction.<br> g. Facilitates quality faith experiences such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer, etc.<br> h. Promotes cooperation with priests/pastoral staff.<br> i. Promotes a sense of home, school, and parish unity.<br> j. Models a spirit of reconciliation<br> k. Fosters the Service Dimension of Faith Development among Teachers and Students.<br> l. Promotes Catholic Social teachings at all grades and with the staff and parents.<br>Comments:<br>_____<br>_____<br>_____ | |

| 2.0 | **The Administrator is a faith filled educational leader who 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
  a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
  b. Uses research and/or best practices in improving the educational program.
  c. Articulates and promotes high expectations for teaching and learning.
  d.  and implements the education programs, plans, actions, and resources with the School's vision and goals.
  e. Provides leadership for major initiatives and change efforts.
  f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Comments:

_____
_____
_____

| 3.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
  a. Provides leadership for assessing, developing and improving climate and culture.
  b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
  c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
  d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
  e. Evaluates staff and provides ongoing coaching for improvement.
  f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
  g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
  h. Promotes collaboration with all stakeholders.
  i. Is easily accessible and approachable to all stakeholders.
  j. Is highly visible and engaged in the school community.
  k. Articulates the desired school culture and shows evidence about how it is reinforced.

| | | |
|---|---|---|
| | Comments: <br> _____ <br> _____ <br> _____ | |

| | | |
|---|---|---|
| **4.0** | **The Administrator is a faith filled 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)** <br><br> Criteria: <br>    a.  Complies with state and federal mandates and local board policies. <br>    b.  Recruits, selects, inducts, and retains staff to support quality instruction. <br>    c.  Addresses current and potential issues in a timely manner. <br>    d.  Manages fiscal and physical resources responsibly, efficiently, and effectively. <br>    e.  Protects instructional time by designing and managing operational procedures to maximize learning. <br>    f.  Communicates effectively with both internal and external audiences about the operations of the school. <br> Comments: <br> _____ <br> _____ <br> _____ | Appraiser Rating: |
| **5.0** | **The Administrator is a faith filled 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)** <br><br> Criteria: <br>    a.  Engages family and community by promoting shared responsibility for student learning and support of the educational system. <br>    b.  Promotes and supports a structure for family and community involvement in the educational system. <br>    c.  Facilitates the connections of students and families to the health and social services that support a focus on learning. <br>    d.  Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning. <br> Comments: <br> _____ <br> _____ <br> _____ | Appraiser Rating: |

| 6.0 | **The Administrator is a faith filled educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)** | Appraiser Rating: |
|---|---|---|

Criteria:
    a. Demonstrates ethical and professional behavior.
    b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
    c. Fosters and maintains caring professional relationships with staff.
    d. Demonstrates appreciation for and sensitivity to diversity in the school community.
    e. Is respectful of divergent opinions.

Comments:
_____
_____
_____

| 7.0 | **The Administrator is a faith filled 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)** | Appraiser Rating: |
|---|---|---|

Criteria:
    a. Collaborates with service providers and other decision-makers to improve teaching and learning.
    b. Advocates for the welfare of all members of the learning community.
    c. Designs and implements appropriate strategies to reach desired goals.

Comments:
_____
_____
_____

Please list 1-2 significant achievements for your administrator:

Please list 1-2 suggestions for improvement for your administrator:

I have shared any serious concerns with the principal. _____Yes _____ No _____ NA

_____    _____
Name of staff member                                  Date

---

**Sample School**

**Position Description**

---

**Job Title:** Principal                    **FLSA Status:** Exempt

**Department:** Education                    **Hrs/Week:** 40+ Hrs / week

**Reports To:**  School Board and            **Date:** November 2018
               Diocesan Superintendent

**Primary Purpose** – To provide spiritual and academic leadership for a Catholic school and create a common spiritual and academic vision for the school.

**Essential Functions:**
1. Assist in creating, promoting and leading a Catholic Faith Community.

2. Promote the success of all students by:
   A. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
   B. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
   C. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
   D. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
   E. Acting with integrity, fairness and in an ethical manner. (Ethics)
   F. Understanding the profile of the community and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

3. Supervise the implementation of established curriculum, evaluate lesson plans and observe classrooms to assure instruction and materials are consistent with goals and provide for student achievement.

4. Recruit, interview and hire teachers and staff according to classroom needs and anticipated enrollment.  Evaluate teachers and staff according to established schedules and protocols; assure evaluations are conducted in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with Diocesan policy and contractual requirements.

5. In collaboration with the bookkeeper and/or business manager, develop an annual budget for the school, including day-to-day operations, capital improvements and potential fundraising activities.  Oversee adherence to established budget and monitor

all expenditures.  In conjunction with the School Board, establish a tuition schedule and communicate schedule to parents.

6. Assure implementation of Diocesan and local board policy, including adherence with Safe Environment Policies as established by the Diocese and USCCB.

7. Assist with other projects and responsibilities as assigned by the Superintendent and/or local Board of Education.


<u>Collaborative Relationships</u>: Interacts extensively with the following:
- Local Pastor and Parish Finance Council
- School Board members
- Superintendent of Diocesan Schools
- Parent Organizations

<u>Supervisory Relationships:</u>
The principal is responsible for the assignment of work and delegation of responsibilities to faculty and staff.  Authorized to interview, hire and fire employees; establish standards and evaluate employee performance; and initiate disciplinary procedures.
Positions Supervised:
*Title:*                                                    *Number of Employees:*


<u>Knowledge, Skills, Experience Required or Preferred:</u>
- Must be a practicing Catholic in good standing with the Church
- Master's degree in educational leadership required.
- Possess, or have ability to obtain, an Iowa principal's license for the appropriate grade levels
- Experience working with communication/marketing techniques and experience in enrollment management tactics and programs preferred.
- Understanding of basic finance and accounting reports required; knowledge of concepts of private school funding preferred.
- Strong organizational and communication skills required, including the ability to coordinate and present at public meetings and events
- Ability to collaborate with a wide range of people on events and programs required


<u>Physical and Cognitive Requirements:</u>
Active work: the physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.  While performing this job the staff member must be able to:
- Sit, stand and walk for required periods of time within the classroom and school
- Speak and communicate effectively both verbally and in writing using proper grammar and vocabulary

- Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision
- Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls; some light lifting may be required

Duties may require travel and attendance at evening and/or weekend meetings. Although work is performed primarily under inside environmental conditions, the required travel may result in temporary exposure to outside environmental conditions. Regular driving and valid driver's license are required. Duties require a wide range of intellectual and practical problem-solving skills and comprehension of complex concepts.

The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required in the position described and may be supplemented or amended as necessary. I have read and understand these job duties and my supervisor has reviewed these requirements with me.

Reviewed with: _____ Date: _____
(Employee)

Reviewed by: _____ Date: _____
(Supervisor)