

Chapter 3: ADMINISTRATION
Section 3: EVALUATION

Administrator Evaluation

The Dubuque Community School District is committed to supporting continuous growth for its administrators, and to providing meaningful evaluation and accountability strategies. The superintendent (or designee) will conduct an ongoing process of evaluating administrators on their skills, performance, competence, and continuing professional growth. At a minimum, the superintendent (or designee) will formally evaluate administrators annually.

The process of evaluating administrators is an important tool in the improvement effort of the school district. The process helps to define expectations, enhances communication, prioritizes district goals, and encourages administrators to focus their attention on their role in improving achievement for all students. The purpose of the evaluation system is professional growth, performance improvement, and accountability to ensure that our district and our schools have the strongest leadership possible.

The superintendent is responsible for outlining the evaluation process and designing an administrator evaluation instrument. The evaluation will include an assessment of the administrator's competence in meeting the Iowa Standards for School Administrators and goals of the administrator's individual professional development plan.

Iowa Standards for School Administrators specify that administrators are expected to perform as educational leaders who promote 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;

- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
- Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- Acting with integrity, fairness and in an ethical manner;
- Understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

The evaluation process will also include an opportunity for the administrator and the superintendent or designee to discuss the written criteria, review feedback from staff, students, and parents as appropriate, analyze the performance of the administrator over the past year, and finalize the job targets established by the administrator for the next year.

The evaluation instrument will be completed and signed by the superintendent or designee, signed by the administrator, and filed in the administrator's personnel file. It is the responsibility of the superintendent to ensure that the formal evaluation of administrators is concluded prior to May 15 annually.

Adopted: September 13, 2004
Revised: December 8, 2008
Reviewed: March 3, 2014