



Nebraska Council
of School Administrators

Educational Service Unit Administrator
Standards & Evaluation Process
2017

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Introduction

In 2015, the Nebraska Council of School Administrators (NCSA) initiated the development of the ***NCSA ESU Administrator Standards and Evaluation Process*** to bring clarity and consistency to the performance expectations and evaluations of Educational Service Unit (ESU) Administrators across Nebraska. NCSA, with input from members, determined it was time to establish ESU Administrator standards and an evaluation process as a part of the state-wide focus on accountability and continuous improvement of Nebraska ESU's and schools. The role of the ESU Administrator is critical to the success of the education system. This process is designed to guide the conversation between ESU board members and their ESU Administrator in a collaborative approach for understanding the role of the ESU Administrator and subsequently, the improvement of performance of both the ESU Administrator and the education system.

The ***NCSA ESU Administrator Standards and Evaluation Process*** serves to:

- communicate the diverse and complex expectations of the role of the ESU Administrator;
- guide ESU boards in understanding the expectations of performance and duties of the ESU Administrator;
- provide professional organizations and institutions of higher education with information on the education and training needs of today's administrators;
- provide a framework for ongoing professional development needs of the ESU Administrator; and
- create a process for the consistency in the expectations and evaluation of ESU Administrators.

Input from across Nebraska and from state and local resources created a foundation for the ***NCSA ESU Administrator Standards and Evaluation Process***. Job descriptions, standards, policies and evaluation instruments currently used in Nebraska served as a critical resource for the development of the standards and evaluation process. The ***NCSA ESU Administrator Standards and Evaluation Process*** were cross-referenced to the Nebraska Department of Education Title 84 Chapter 84 (Rule 84) Regulations and Procedures for the Accreditation of Educational Service Units. Finally, the ***NCSA ESU Administrator Standards and Evaluation Process*** was validated through a state-wide review process including: the NCSA board; Nebraska superintendents, Nebraska ESU Administrators, school attorneys, superintendent/administrative search firms, and other key stakeholders. For more information, see **Section IV: References**.

This document consists of four sections. Each section may be used individually to help inform and guide leadership or collectively as a foundation for successful ESU leadership. After this introduction, the sections are as follows:

Section I—NCSA ESU Administrator Standards

Section II—NCSA ESU Administrator Evaluation Process

Section III—Resources

Section IV—References

Section I *NCSA ESU Administrator Standards*

The ESU Administrator Standards were developed through a synthesis of references and resources including: a review of literature; standards, domains or characteristics defined in several states; and, standards defined by national organizations. The most commonly used set of standards; the Professional Standards for Educational Leadership (PSEL), were published in 2015. The standards, also referred to as the Interstate School Leaders Licensure Consortium (ISLLC) Standards, were first published in 1996 by the Council of Chief State School Officers (CCSSO). The PSEL standards have been the foundation for educational leaders in school districts and intermediate educational agencies. Though not developed specifically for the ESU Administrator, they have been used in numerous states as the foundation for educational leadership standards. The NCSA ESU Administrator Standards were also cross-referenced with the Nebraska Department of Education Teacher and Principal Frameworks.

It is important to put the standards in perspective of the role of the ESU Administrator. The ESU Administrator provides the leadership for the organization. In this critical role, it is the responsibility of the ESU Administrator to see that all key elements in the system come together to ensure the organization and the recipients of the services are successful. These standards serve as a roadmap to communicate to all key stakeholders the essential elements that frame the success of the ESU Administrator and ultimately, the services provided by the ESU.

The NCSA ESU Administrator Standards are organized as follows:

Standards: A broad statement regarding knowledge, skills, and abilities; and, the expectations of the position.

Indicators: Performance-based statements that provide a clear understanding and description of the expected level of knowledge, skill, ability, or expectation relative to the standard.

Evidence: An item or artifact produced, developed, created, or presented to demonstrate that an indicator or standard has been met or implemented.

There are three parts to Section I NCSA ESU Administrator Standards:

Part 1 Standards View: This includes a listing of the nine ESU Administrator standards.

Part 2 Standards and Indicators View: This includes the nine ESU Administrator standards and the indicators that serve to define the standards.

Part 3 Standards, Indicators, and Evidence View: This includes the nine ESU Administrator standards, the indicators and examples of artifacts for each indicator. Many of the artifacts show evidence of multiple indicators or standards.

Part 1 Standards

1. Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction, and goals that reflect the organization's core values, beliefs and priorities.

2. Board, Policy, and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

3. Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

4. Continuous Improvement and Accountability

The ESU Administrator promotes organizational success through a defined process of accountability and a culture of continuous improvement.

5. Teaching and Learning

The ESU Administrator ensures organizational success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to organizational success.

7. Systems Leadership and Management

The ESU Administrator promotes success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective organizational environment.

8. Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all member school district students.

9. Leadership, Conduct, and Professional Growth

The ESU Administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Part 2 Standards and Indicators

1. Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction, and goals that reflect the organization's core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations of all services, programs and departments.
2. Partners with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
3. Ensures the shared vision and strategic direction represents the current and future needs of the organization and member school districts.
4. Engages member school districts to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from all stakeholders.

2. Board, Policy, and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
2. Proactively responds to ESU needs and policy priorities.
3. Provides leadership in the compliance, review and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.
5. Collaboratively works to influence area, ESU, state and national decisions impacting education.

3. Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
2. Maintains a presence within the service region to understand its strengths and needs.
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between ESU departments, member school district administrators, and teachers.

4. Continuous Improvement and Accountability

The ESU Administrator promotes organizational success through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about member schools' student progress, academic achievement, school(s) and ESU effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.

5. Teaching and Learning

The ESU Administrator ensures organizational success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
2. Communicates high expectations for all programs and services and accompanied by a data-informed approach that produces effective results.
3. Ensures ESU programs and services are evidence-based, innovative, and provide learning experiences and opportunities that lead to success.
4. Ensures ESU programs and services meet member district needs and align with state and national teaching and learning guidelines and expectations.
5. Monitors and supports the implementation of evidence-based instructional practices.

6. Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to organizational success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the ESU's shared vision and strategic direction.
2. Implements human resource systems and processes that address:
 - Recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

7. Systems Leadership and Management

The ESU Administrator promotes success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective organizational environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
3. Uses a systems approach that optimizes the use of facilities while maintaining a focus on clean, updated, safe, and secure ESU facilities and equipment.
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.

8. Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all member school district students.

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
2. Develops processes and programs that support the needs of ESU staff and member school district staff and students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and member school districts.

9. Leadership, Conduct, and Professional Growth

The ESU Administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

1. Leads with dignity and respect.
2. Ensures implementation of policy and practice is consistent.
3. Models and articulates ethical behavior.
4. Consistently holds others in the ESU accountable for demonstrating integrity and ethical behavior.
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.

Part 3 Standards, Indicators, and Evidence

1. Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction, and goals that reflect the organization's core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations of all services, programs and departments.
 - **Evidence:** *Documentation of a shared vision and strategic direction that supports high expectations of all services and each department with specific strategies, measurable outcomes and timelines.*
2. Partner with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
 - **Evidence:** *Documentation of collaborative development of the shared vision and strategic direction involving board members and key stakeholders.*
3. Ensure the shared vision and strategic direction represents the current and future needs of the organization and member school districts.
 - **Evidence:** *Stakeholder engagement meetings and surveys that have solicited input and feedback on the vision and strategic direction.*
4. Engages member school districts to develop a commitment to the shared vision and the strategic direction.
 - **Evidence:** *Board, staff, school personnel presentations and updates that routinely models commitment to the shared vision and strategic direction.*
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
 - **Evidence:** *Newsletters, articles and information on the ESU website that routinely provides constituents with information and updates related to the strategic vision and direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from all stakeholders.
 - **Evidence:** *Feedback processes such as surveys, formal and informal meetings or committees that solicit input from key stakeholders are conducted.*

2. Board, Policy, and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
 - **Evidence:** *Board agendas and board communication keep board members informed and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on ESU needs and policy priorities.*
2. Proactively responds to ESU needs and policy priorities.
 - **Evidence:** *Board agendas, reports and communications are used to inform board and member schools on ESU needs and priorities.*
3. Provides leadership in the compliance, review and development of local policy.
 - **Evidence:** *Board policies are current, aligned with state and local policy and keep the ESU in compliance with state and federal regulations.*
4. Stays current on, responds to, and advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.
 - **Evidence:** *Reports to board members and staff demonstrate up to date information on state or federal policy as needed.*
5. Collaboratively works to influence area, ESU, state and national decisions impacting education.
 - **Evidence:** *Board reports, board communication and professional development show evidence of engagement of key stakeholders and participation in activities that support ESU, state and national policy decisions that impact education.*

3. Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
 - **Evidence:** *Newsletters, newspaper articles, web articles, communications plan/goals with timelines and benchmarks.*
2. Maintains a presence within the service region to understand its strengths and needs.
 - **Evidence:** *Participation in regional events, facilitating regional meetings or informational sessions, or conducting needs assessments or surveys in member school districts.*
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
 - **Evidence:** *Survey data on area needs with timelines and benchmarks is provided.*
4. Models collaboration within the organization and encourages collaboration between ESU departments, member school district administrators, and teachers.
 - **Evidence:** *Reports, presentations and updates demonstrate collaboration within the organizations and activities and professional development reinforce collaboration.*
 - **Evidence:** *Strategic planning and agency improvement planning are developed with collaborative input.*
 - **Evidence:** *Results from climate and satisfaction surveys include input from multiple stakeholders and are shared internally and externally.*

4. Continuous Improvement and Accountability

The ESU Administrator promotes organizational success through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.
 - **Evidence:** *Board policies and procedures reinforce organizational accountability and board reports and presentations demonstrate policies and procedures are followed.*
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - **Evidence:** *Board reports and presentations that keep the board informed of emerging trends and innovative strategies.*
3. Maintains comprehensive and current information about member schools' student progress, academic achievement, school(s) and ESU effectiveness.
 - **Evidence:** *Robust, comprehensive strategic/school improvement plans for each member school based on comprehensive and current information on student progress and achievement with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - **Evidence:** *Multiple data sources are used and clearly explained in board reports and board recommendations.*
5. Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.
 - **Evidence:** *ESU services and programs that directly serve students and families provide administrative and board reports that have evidence student needs, successes, and challenges are incorporated into program and service delivery.*
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.
 - **Evidence:** *Board reports provide information on accountability and accreditation (NDE Rule 84), policies, procedures and practices align with state and national expectations of accreditation and accountability.*
 - **Evidence:** *Programs and services are designed with input on the status of member schools' accreditation and accountability needs.*

5. Teaching and Learning

The ESU Administrator ensures organizational success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
 - **Evidence:** *ESU programs and services have been board approved and complete descriptions are available for review.*
2. Communicates high expectations for all programs and services and accompanied by a data-informed approach that produces effective results.
 - **Evidence:** *Agency improvement plans clearly articulate data-driven high expectations that are incorporated into the presentation and instructional plans of each member school.*
3. Ensures ESU programs and services are evidence-based, innovative, and provide learning experiences and opportunities that lead to success.
 - **Evidence:** *Board reports, presentations, program and service data, reflect processes are in place to ensure programs are developed using evidence-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities and when appropriate, are linked to student achievement data or results.*
4. Ensures ESU programs and services meet member district needs and align with state and national teaching and learning guidelines and expectations.
 - **Evidence:** *Curriculum and program expectations are available for review and a process for input is identified in ESU policy, procedures, or practice.*
5. Monitors and supports the implementation of evidence-based instructional practices. The ESU Administrator ensures student success through continuous improvement in teaching, learning and leadership focused on evidence-based practices.
 - **Evidence:** *Board reports and presentations as well as ESU procedures and practices reflect the use of high expectations and instructional best practices.*

6. Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to organizational success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the ESU's shared vision and strategic direction.
 - **Evidence:** *Board reports, presentations and the budget reinforce that personnel and financial systems are in place to achieve the ESU's vision and strategic direction.*
 - **Evidence:** *Budget and hiring processes and timelines are available and communicated to the board members.*

2. Implements human resource systems and processes that address:
 - recruitment, hiring and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
 - **Evidence:** *Communication processes inform board members and member school districts regarding recruitment and employment opportunities within the ESU.*
 - **Evidence:** *ESU procedures are in place and available for review by board members and member school districts regarding the evaluation process of all personnel.*
 - **Evidence:** *Strategies for recognition and positive reinforcement are used to support staff retention.*
 - **Evidence:** *Board reports, presentations and personnel data reflect ESU policies and procedures to consistently support personnel needs.*
 - **Evidence:** *Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*

3. Creates a comprehensive system of professional development for all personnel.
 - **Evidence:** *ESU policies, procedures and practice define professional development expectations.*
 - **Evidence:** *Agency improvement plans delineate professional development expectations and needs for improvement.*
 - **Evidence:** *The ESU Administrator's professional development plan aligns with ESU needs and priorities and demonstrates a commitment to lifelong learning.*

7. Systems Leadership and Management

The ESU Administrator promotes success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective organizational environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - **Evidence:** *Board reports on budget and financial status demonstrate ESU policies, procedures and practices are aligned with effective use of business processes and systems in all aspects of the ESU's finances.*
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
 - **Evidence:** *Board reports and presentations on use of physical and financial resources reflect an alignment with the ESU's vision, strategic direction, agency improvement plans and the priority of student learning and student success.*
3. Uses a systems approach to optimize and maintain ESU facilities and equipment.
 - **Evidence:** *Short-term and long-term plans for facilities and equipment are available and routinely updated; facilities are clean, safe and secure.*
 - **Evidence:** *Facilities, grounds and vehicles are well-maintained, clean and safe.*
 - **Evidence:** *ESU facilities and classrooms are inviting, engaging and audience-friendly.*
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.
 - **Evidence:** *ESU policies, procedures and practices define processes for handling conflict and routine communication keeps board members informed of operational issues and the resolution of such issues.*

8. Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all member school district students.

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
 - **Evidence:** *ESU practices including communication plans and surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. Develops processes and programs that support the needs of ESU staff and member school district staff and students.
 - **Evidence:** *ESU policies, procedures, practices and programs clearly support the academic, physical, social and emotional growth of all member school district students.*
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and member school districts.
 - **Evidence:** *ESU Administrator uses oral and written communication strategies and problem-solving strategies with the board and staff that convey a positive and responsive culture of high expectations.*

9. Leadership, Conduct, and Professional Growth

The ESU Administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

1. Leads with dignity and respect.
 - **Evidence:** *ESU Administrator uses oral and written communication strategies and problem-solving strategies with the board, staff, and others that convey dignity and respect.*
2. Ensures implementation of policy and practice is consistent.
 - **Evidence:** *ESU policies and procedures guide the decision-making process to be just, fair and equitable and the ESU Administrator uses oral and written communication strategies and problem-solving strategies that demonstrates decisions are just, fair and equitable.*
3. Models and articulates ethical behavior.
 - **Evidence:** *ESU policies and procedures are grounded in an ethical framework and the ESU Administrator models and leads with integrity and ethical behavior.*
4. Consistently holds others in the ESU accountable for demonstrating integrity and ethical behavior.
 - **Evidence:** *ESU policies and procedures are grounded in an ethical framework and the ESU Administrator holds all staff accountable for behavior that may be deemed lacking integrity or ethics.*
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.
 - **Evidence:** *The ESU Administrator's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Section II Nebraska ESU Administrator Evaluation System

The **Nebraska ESU Administrator Evaluation System** consists of process guidelines, the evaluation instrument, and performance targets.

Process Guidelines

- The ESU board president shall notify board members that the evaluation is scheduled, and each board member will receive a copy of evaluation instrument with the following additional items as applicable:
 - A list of the ESU Administrator accomplishments for the year;
 - A self-evaluation/assessment by the ESU Administrator using the evaluation instrument including comments and any evidence or artifacts;
 - The ESU Administrator performance targets.
- Each board member will complete the rating and comment section of the evaluation instrument.
- The ESU board president or designee will review and compile all individual ratings and comments into a draft evaluation summary.
- The ESU board president will meet with all board members in a closed session, if appropriate and necessary, to review the draft summary and build consensus of the board on the strengths and recommended areas for improvement as reflected in the evaluation summary.
- The ESU board will summarize the evaluation, consider contract renewal, and take official action in an open session.

Evaluation Documents:

ESU Administrator Evaluation Instrument
ESU Administrator Performance Targets
ESU Administrator Evaluation Summary

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation. See **Section I Part 3** to review examples of evidence and artifacts.

Needs Improvement: There is little or no evidence of the standards and indicators being implemented or accomplished.

Developing: There is some evidence of some indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Effective: There is evidence that supports the standards and indicators are being fully implemented.

Highly Effective: The evidence of the implementation exceeds the expectations of the board relative to the standards or indicators.

Comments on rating and evidence: Comments should relate to the standards, indicators, or evidence and provide clear guidance or commendation.

Performance Targets: Specific, measurable performance outcomes that will be accomplished during the year. The targets may be tied to the ESU's shared vision and strategic direction or may be a priority area identified by the ESU Administrator or the board.

Meets Expectations: Once the input has been gathered and reviewed and the summary is completed, there is ample evidence the ESU Administrator is meeting the standards and indicators of performance.

Does Not Meet Expectations: Once the input has been gathered and reviewed and the summary is completed, there is little or no evidence the ESU Administrator is meeting the standards and indicators of performance.

Improvement Plan: If there are standards or indicators toward which the ESU Administrator needs improvement or development, the board may require specific action for improvement on those standards and indicators. Criteria for an improvement plan can be found in **Section III: Resources**.

ESU Administrator Evaluation Instrument

1. Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction, and goals that reflect the organization’s core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations of all services, programs and departments.
2. Partners with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
3. Ensures the shared vision and strategic direction represents the current and future needs of the organization and member school districts.
4. Engages member school districts to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from all stakeholders.

<input type="checkbox"/>	<p><i>Needs Improvement</i></p> <ul style="list-style-type: none"> ➤ <i>Shared vision and strategic direction are not documented</i> ➤ <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> ➤ <i>No evidence of routine feedback or review</i>
<input type="checkbox"/>	<p><i>Developing</i></p> <ul style="list-style-type: none"> ➤ <i>Vision or direction is documented</i> ➤ <i>Some evidence of constituent engagement</i> ➤ <i>Some evidence of feedback and review</i>
<input type="checkbox"/>	<p><i>Effective</i></p> <ul style="list-style-type: none"> ➤ <i>Vision and direction are documented and used to guide the ESU</i> ➤ <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> ➤ <i>Evidence of progress, feedback, and review</i>
<input type="checkbox"/>	<p><i>Highly Effective</i></p> <ul style="list-style-type: none"> ➤ <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context to guide the ESU</i> ➤ <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> ➤ <i>Evidence of progress, feedback, and review including input from board, staff, and member school districts</i>

Comments on rating and/or evidence:

2. Board, Policy, and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
2. Proactively responds to ESU needs and policy priorities.
3. Provides leadership in the compliance, review and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.
5. Collaboratively works to influence area, ESU, state and national decisions impacting education.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Limited or inconsistent communication with board members ➤ Policies are outdated, not in compliance with state or federal law, or not routinely reviewed ➤ No evidence of collaborative practice to influence decisions impacting organizational success or success of member school districts
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Provides updates and communicates regularly with board members ➤ Policies are routinely updated ➤ Uses some collaborative strategies
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Engages board members in district needs and policy priorities ➤ Policies are consistently reviewed and developed to incorporate state or federal policy, as needed ➤ Some evidence of strategies to influence local, state, and national decisions
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Actively and consistently engages board members in ESU and member school district needs and policy priorities ➤ Evidence of leadership in compliance, review, and development of local policies ➤ Evidence of collaborative support to influence local, state, and national decision

Comments on rating and/or evidence:

3. Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
2. Maintains a presence within the service region to understand its strengths and needs.
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between ESU departments, member school district administrators, and teachers.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of collaboration in the organization ➤ Little or no evidence of consistent communication with member school districts and stakeholders ➤ Little or no evidence of engagement with community or regional organizations and activities ➤ Little or no evidence of identification of member school district needs, priorities, or resources
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of collaboration in the organization ➤ Some communication of activities through newsletters and/or ESU website ➤ Participates in some community or regional organizations or activities such as the Chamber and service organizations ➤ Demonstrates awareness of organization and member school district needs, priorities, and resources
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Routinely collaborates with board members, staff and member school districts ➤ Routinely uses oral and written communication strategies with staff, member school districts and the community regarding ESU activities and success ➤ Actively involved in community or regional organizations or activities, such as the Chamber, or service organizations ➤ Recognizes some member school district needs, priorities, or resources in organizational planning ➤ Ensures engagement of administrators, teachers, families, and community
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Models collaboration and supports staff collaboration throughout the organization ➤ Engages member school districts and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement ➤ Provides leadership and active participation in community or regional organizations or activities such as the Chamber or service organizations

Comments on rating and/or evidence:

4. Continuous Improvement and Accountability

The ESU Administrator promotes organizational success through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about member schools' student progress, academic achievement, school(s) and ESU effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of innovation or continuous improvement ➤ Little or no evidence of student information guiding decision-making ➤ Little or no evidence of use of quality indicators to guide ESU planning or practice
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of continuous improvement and innovation ➤ Member school district information is used to guide decision-making ➤ Some quality indicators/accreditation standards guide ESU planning and practice
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process ➤ Information on member school district student progress and achievement is used for planning and decision-making ➤ Alignment between ESU/state/national indicators of quality, accreditation and accountability
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation ➤ Comprehensive and current information on member school district student progress and achievement is available and utilized in decision-making ➤ Clear alignment between district/state/national indicators of quality, accreditation, and accountability

Comments on rating and/or evidence:

5. Teaching and Learning

The ESU Administrator ensures organizational success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
2. Communicates high expectations for all programs and services that is accompanied by a data-informed approach that produces effective results.
3. Ensures ESU programs and services are evidence-based, innovative, and provide learning experiences and opportunities that lead to success.
4. Ensures ESU programs and services meet member district needs and align with state and national teaching and learning guidelines and expectations.
5. Monitors and supports the implementation of evidence-based instructional practices.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little or no evidence of a coherent system of programs and services</i> ➤ <i>Little or no evidence of a data-informed approach</i> ➤ <i>Little or no evidence of programmatic or service review or input from member school districts</i> ➤ <i>Little or no evidence of consistency or continual improvement or use of evidence-based practices</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Some evidence of the implementation of a coherent system of programs and services</i> ➤ <i>Some evidence of a data-informed approach</i> ➤ <i>Some evidence of programmatic or service review or input from member school districts</i> ➤ <i>Some evidence of consistency or continual improvement or use of evidence-based practices</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>A coherent system of programs and services are in place</i> ➤ <i>Clear and compelling evidence of a data-informed approach with all services and programs</i> ➤ <i>Evidence and documentation of programmatic and service development and review from member school districts</i> ➤ <i>Services and programs are evidence-based and use a process of continuous improvement</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>A coherent system of programs and services are in place and monitored through data-informed processes</i> ➤ <i>Clear and compelling evidence of a data-informed approach with all services and programs and reflect the teaching and learning needs and priorities of member school districts</i> ➤ <i>Evidence and documentation of programmatic and service development and review meet needs of member school districts and are impacting student success in member school districts</i> ➤ <i>Services and programs are evidence-based, use a process of continuous improvement and are aligned with the needs of member school districts</i>

Comments on rating and/or evidence:

6. Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to organizational success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the ESU's shared vision and strategic direction.
2. Implements human resource systems and processes that address:
 - Recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of alignment of personnel and financial resources with ESU strategic vision or plan ➤ Little or no evidence of short-term or long-term personnel planning ➤ Little or no evidence of modeling lifelong learning
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of alignment of personnel and financial resource allocation to achieve ESU vision and direction ➤ Some evidence of short-term and long-term personnel planning ➤ Some evidence of participation in lifelong learning activities
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Evidence of alignment of personnel and financial resource allocation to achieve ESU vision and direction ➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place ➤ Evidence of on-going modeling of lifelong learning
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve ESU vision and direction ➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored ➤ Models lifelong learning by engaging and applying ongoing professional development

Comments on rating and/or evidence:

7. Systems Leadership and Management

The ESU Administrator promotes success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective organizational environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
3. Uses a systems approach that optimizes the use of facilities while maintaining a focus on clean, updated, safe, and secure ESU facilities and equipment.
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Business processes are out-of-date and not clearly linked to organizational needs and success</i> ➤ <i>Facilities are not up-to-date, clean, safe, and secure</i> ➤ <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Most business processes in place and using current best practices but not clearly linked to organizational success</i> ➤ <i>Some evidence of facility planning, with clean and safe facilities</i> ➤ <i>Manages operational issues with little or no conflict</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Business processes are in place using current best practices with a clear priority on efficiencies and organizational success</i> ➤ <i>Processes are in place for ongoing facility planning and facilities; and equipment is clean, safe, up-to-date, and secure</i> ➤ <i>Manages operational issues with little or no conflict and builds some consensus</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> ➤ <i>Processes are in place for optimizing facilities through planning; and a priority focus is on clean, updated, safe, and secure facilities and equipment</i> ➤ <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>

Comments on rating and/or evidence:

8. Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all member school district students.

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
2. Develops processes and programs that support the needs of ESU staff and member school district staff and students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and member school districts.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little of no evidence of a shared vision on equity or equitable practices</i> ➤ <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ➤ <i>Little or no evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Some evidence of shared vision on equity and equitable practices</i> ➤ <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> ➤ <i>Some evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Shared vision on equity and equitable practices is evidence through professional learning</i> ➤ <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> ➤ <i>Communication processes promote a culture of high expectations for self, staff, and member school districts</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Shared vision on equity and equitable practices is the norm through professional development, ESU processes and procedures; and, is validated through an annual member school district/staff climate survey</i> ➤ <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and ESU procedures; and, is validated through an annual member school district/staff climate survey</i> ➤ <i>Communication processes and annual member school district/staff climate survey validates a culture of high expectations for self, staff, and all member school districts</i>

Comments on rating and/or evidence:

9. Leadership, Conduct, and Professional Growth

The ESU Administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

1. Leads with dignity and respect.
2. Ensures implementation of policy and practice is consistent.
3. Models and articulates ethical behavior.
4. Consistently holds others in the ESU accountable for demonstrating integrity and ethical behavior.
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Does not demonstrate dignity or respect when communicating with staff, member school district personnel, or community members</i> ➤ <i>Decisions do not appear to be just, fair, or equitable</i> ➤ <i>Does not model or hold others accountable for demonstrating ethical behavior</i> ➤ <i>Does not participate in professional development or leadership activities</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Does not consistently demonstrate dignity or respect when communicating with staff, member school district personnel, or community members</i> ➤ <i>Decisions do not consistently appear to be just, fair or equitable</i> ➤ <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> ➤ <i>Participates in some professional development.</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Demonstrates dignity and respect when communicating with staff, member school district personnel, or community members</i> ➤ <i>Most decisions appear to be just, fair, or equitable</i> ➤ <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> ➤ <i>Participates in professional development that is aligned with district vision and direction</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Consistently demonstrates dignity and respect when communicating with staff, member school district personnel, or community members</i> ➤ <i>Decisions consistently appear to be just, fair, and equitable</i> ➤ <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> ➤ <i>Participates in professional growth and development that is aligned with ESU vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>

Comments on rating and/or evidence:

ESU Administrator Performance Targets

Clearly identify two or three significant performance targets to be accomplished through ESU administrator leadership during the next year. These targets must be specific and measurable and integrate with the ESU's shared vision and strategic direction.

<p>Performance Target:</p> <p>Measure of Success or Evidence:</p> <p>Comments:</p>

<p>Performance Target:</p> <p>Measure of Success or Evidence:</p> <p>Comments:</p>

<p>Performance Target:</p> <p>Measure of Success or Evidence:</p> <p>Comments:</p>

<p><i>Summary Comments/Recommendations</i></p>
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ESU Administrator Evaluation Summary

1. Shared Vision and Strategic Direction

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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2. Board, Policy, and the Education System

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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3. Collaboration with Families and Community

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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4. Continuous Improvement and Accountability

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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5. Teaching and Learning

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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6. Personnel Leadership

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations:
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7. Systems Leadership and Management

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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8. Equity, Climate, and Culture

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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9. Leadership, Conduct, and Professional Growth

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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- Meets Expectations; Recommend Contract Renewal***
- Improvement Plan attached; Recommend Contract Renewal***
- Does Not Meet Expectations; Do Not Recommend Contract Renewal***

ESU Board President Signature

ESU Administrator Signature

Date

Date

Section III *Resources*

The following section is designed to provide resources for the ESU Administrator and the ESU board. These resources may be modified to meet the needs of the user. Over time, additional resources will be developed and added to this section. In the future, the resources will include exemplary examples of best practices and artifacts. It may also include links to useful information or resources.

Contents

- Recommended Evaluation Timelines for New or Returning ESU Administrators
- Sample Policies/Practices
- Standards and Evaluation Checklist
- Improvement Plan
- Evidence and Artifacts

Recommended Timeline

The following is a suggested timeline for the ESU Administrator evaluation process. Timelines differ for an ESU Administrator returning to an ESU and a new ESU Administrator to an ESU.

Returning ESU Administrator

May-July

- ESU Administrator identifies performance targets for the upcoming school year.
- Board and ESU Administrator review and agree upon standards and the evaluation process.

August-October

- ESU Administrator provides regular updates on progress towards performance targets.
- ESU Administrator provides updates, evidence and artifacts aligned to the ***Standards***.

November-December

- ESU Administrator completes the self-assessment and report on performance targets.
- ESU Administrator provides the board with any artifacts or evidence pertinent to the evaluation process.
- Board reviews performance targets, artifacts, evidence and self-assessment.
- Board completes evaluation instrument.
- Board President completes evaluation summary.
- Board shares evaluation results with the ESU Administrator.
- Board presents contract recommendations or modifications.

New ESU Administrator (Year 1 of Contract)

July-August

- For a first-time ESU Administrator, the Board and the ESU Administrator should jointly review the ***NCSA ESU Administrator Standards and Evaluation Process***.
- Board and ESU Administrator jointly agree on performance targets for the upcoming school year.
- Board and ESU Administrator review and agree upon standards and the evaluation process.

August-October

- ESU Administrator provides regular updates on progress towards performance targets.
- ESU Administrator provides updates, evidence and artifacts aligned to the ***Standards***.

November-December

- Board reviews progress on ***Standards***, performance targets, evidence and artifacts and mutually agree upon any areas for improvement or adjustment.

January-February

- ESU Administrator completes the self-assessment and report on performance targets.
- ESU Administrator provides the board with any artifacts or evidence pertinent to the evaluation process.
- Board reviews performance targets, artifacts, evidence and self-assessment.
- Board completes evaluation instrument.
- Board President completes evaluation summary.
- Board shares evaluation results with the ESU Administrator.
- Board presents contract recommendations or modifications.

Policy or Practice Examples

Following are examples of board policies or practices that could be used in conjunction with the ***Nebraska ESU Administrator Standards and Evaluation System***.

Sample Policy/Practices #1 Administration/ESU Administrator

The ESU Administrator shall be the chief executive officer of the ESU. As chief executive officer, the ESU Administrator will have general oversight of the system. The ESU Administrator shall be responsible, either directly or via delegated authority, for the general operation and administration of the system and all of its divisions. The ESU Administrator will be responsible for those duties which are mandated by statutes and those which are specifically designated by board policy, regulations and procedures.

The ESU Administrator shall be properly certified in accordance with state statute and regulations and have education, experiences and skills as deemed appropriate by the board. The board is responsible for employing, working with and evaluating the performance of the ESU Administrator.

The responsibilities of the ESU Administrator include, but are not limited to the following:

An option is to insert policy or practice the ***Nebraska ESU Administrator Standards and Indicators found in Section I of this document.***

Sample Policy/Practice #2 Administration/Evaluation of the ESU Administrator

The goal of evaluation is to assess the ESU Administrator's effectiveness in leading the ESU toward the established vision and direction through a culture of continuous improvement. The goal of the ESU Administrator's formal evaluation is to ensure the education program for students is carried out, promote growth in effective administrative leadership, clarify the immediate priorities of the board and to build on the working relationship between the board and the ESU Administrator. The board shall conduct a formal evaluation of the ESU Administrator's skills, abilities and competence using the ***Nebraska ESU Administrator Standards and Evaluation Process***. The formal evaluation will occur twice during the first year of employment as ESU Administrator and at least once annually thereafter.

At this point it is suggested to insert into policy the ***Nebraska ESU Administrator Evaluation System*** found in Section II of this document.

Standards and Evaluation Checklist

Standards

- ESU Administrator and board review and discuss the standards, indicators, and artifacts.
- ESU Board adopts the standards.

Evaluation system

- Board reviews timeline and evaluation system.
- Board makes modifications to meet local needs.
- Board and ESU Administrator agree on timeline and evaluation system.
- Board adopts an evaluation system.
- Evaluation System is submitted the Nebraska Department of Education for approval.
- Board completes evaluation instrument.
- Board completes the evaluation process and summary with the ESU Administrator.

ESU Administrator Contract

- Before the board approves a proposed contract or amendment for ESU Administrator services, a copy of the contract or amendment shall be provided, along with a reasonable estimate and description of all current and future costs to the ESU if the proposed contract or amendment were to be approved.
- The publication must occur at least three days before the meeting to consider the contract or amendment and shall also specify the date, time, and place of this public meeting.
- The board may satisfy this publication requirement through electronic publication on the ESU website, if it is prominently displayed and allows public access to the entire proposed contract or amendments.
- Within two days after the board approves the contract or amendment, the board shall publish a copy of the contract and a reasonable estimate and description of all current and future costs to the ESU that will be incurred as a result of the contract.
- Electronic publication shall satisfy this requirement if prominently displayed in full on the ESU website.
- The board shall also file a copy of the contract or amendments with the Nebraska Department of Education on or before August 1st.

Improvement Plan

If it is recommended to focus on areas needing improvement, the following elements should be included in an Improvement Plan.

- Clearly stated identification of the specific standards or indicators that need improvement.
- Measurable goal(s) for growth and improvement to a level that would be satisfactory.
- Clear and specific activities required to accomplish the goal(s).
- Evidence and artifacts that will be expected to determine if progress is being made or if the goal(s) are being accomplished.
- Clearly defined timelines, including benchmarks or progress checkpoints, and a final date for completion.
- Summary or record of progress and/or completion. Signed and dated by the ESU Administrator and Board President.

Evidence and Artifacts

This section will be developed with input from ESU Administrators. When completed, it will provide more detailed descriptions and examples of evidence and artifacts.

Section IV *References*

Introduction

The following section list all of the references used in the development of the NCSA ESU Administrator Standards and Evaluation System.

External Review and Validation

A special thank you to the following individuals who provided input and expertise throughout the development of the ***NCSA Standards and Evaluation System***.

Mike Apple
Ogallala Public Schools

Dr. Greg Barnes
Seward Public Schools

Tim DeWaard
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Dr. Troy Loeffelholz
Columbus Public Schools

David Ludwig
Educational Service Unit Coordinating Council

Dr. Damon McDonald
Aurora Public Schools

Kyle McGowan
Crete Public Schools

Rex Pfeil
Blair Community Schools

Dr. Mike Sieh
Stanton Community Schools

Dr. Mike Teahon
Gothenburg Public Schools

Dr. Bob Uhing
Educational Service Unit #1

Greg Perry
Perry, Guthery, Haase & Gessford

Rex Schultze
Perry, Guthery, Haase & Gessford

Karen Haase
KSB School Law

Bobby Truhe
KSB School Law

Dr. Roy Baker
Baker & Rastovski School Services

Ed Rastovski
Baker & Rastovski School Services

Alan Harms
Nebraska Rural Community Schools Association

James Havelka
Nebraska Rural Community Schools Association

Dr. Jon Habben
Nebraska Rural Community Schools
Association

Nebraska School Resources

The following school districts and ESU's submitted copies of current superintendent or ESU Administrator evaluation instruments, processes, policies, and job descriptions that were used as a reference in the development of the ***NCSA ESU Administrator Standards and Evaluation Process***.

Columbus Public Schools

Crete Public Schools

Palmyra District OR-1

Doniphan-Trumbull Public Schools

Educational Service Unit #1

Educational Service Unit #7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School District 160

Scottsbluff Public Schools

Seward Public Schools

Stanton Community Schools

Twin Rivers Public Schools

School District 145 - Waverly

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