Nebraska Council
of School Administrators

**Professional Development 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 Superintendent Standards and Evaluation Process** to bring clarity and consistency to the performance expectations and evaluation of superintendents across Nebraska. NCSA, with input from members, determined it was time to establish superintendent standards and an evaluation process as a part of the state-wide focus on accountability and continuous improvement of Nebraska schools. In 2016, NCSA decided to expand on the work of standards and evaluation by developing **NCSA Administrative Standards and Evaluation Process** guides for administrators serving in a variety of administrative roles. The role of all administrators is critical to the success of the education system. This process is designed to guide the conversation between the superintendent and district administrators in a collaborative approach for performance improvement of the administrator and the education system.

The **NCSA Administrator Standards and Evaluation Process** include guides for the following administrative positions:

***Business Administrato*r:** This guide is designed for all administrative positions that have a responsibility for financial and business processes.

Curriculum Administrator: This guide is designed for all administrative positions that have a responsibility for processes associated with curriculum, instruction and assessment.

Human Resources Administrator: This guide is designed for all administrative positions that have a responsibility for human resource and personnel functions and processes.

Professional Development Administrator: This guide is designed for all administrative positions that have a responsibility for designing implementing and monitoring professional development processes and activities.

Special Education Administrator: This guide is designed for all administrative positions that have a responsibility for special education and/or student services.

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

- communicate the diverse and complex expectations of the role of the district or ESU administrator;
- guide the superintendent or ESU Administrator in understanding the expectations of performance and duties of the district or 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 administrator; and
- create a process for the consistency in the expectations and evaluation of district or ESU administrators.

Input from across Nebraska and from national, state, and local resources created a foundation for the **NCSA Administrator Standards and Evaluation Process.** The standards and evaluation process is aligned with the processes developed by NCSA for superintendents and ESU administrators. The **NCSA Standards and Evaluation Process** was cross-referenced to the Nebraska Department of Education Title 92 Chapter 10 (Rule 10) Regulations and Procedures for the Accreditation of Schools and the NDE Principal Frameworks. Finally, the **NCSA Standards and Evaluation Process** was validated through a state-wide review process including input from administrators throughout the state.

For more information, see **Section IV: References.**

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

> ***Section I—NCSA Professional Development Administrator Standards***
> ***Section II—NCSA Professional Development Administrator Evaluation Process***
> ***Section III—Resources***
> ***Section IV—References***

Section I *NCSA Professional Development Administrator Standards*

The NCSA Professional Development 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), was 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 school leaders at the building and district level. Though not developed specifically for the school professional development administrator, they have been used in numerous states as the foundation for professional development administrator standards. The NCSA Professional Development Administrator Standards were developed using the NCSA Superintendent Standards as a template and also cross-referenced with the Nebraska Department of Education Teacher and Principal Performance Frameworks.

It is important that there be standards, indications, and evidence designed specifically for the unique role of the professional development administrator. The professional development administrator provides the leadership for the organization. In this critical role, it is the responsibility of the professional development administrator to see that all key elements in the system come together to ensure success for the organization and the recipients of the services (students) are successful. These standards serve as a roadmap to communicate to all key stakeholders the important elements that frame the success of the professional development administrator and, ultimately, the students.

The NCSA Professional Development 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 Professional Development Administrator Standards:

Part 1 Standards View: This includes a listing of the professional development administrator standards.
Part 2 Standards and Indicators View: This includes the professional development administrator standards and the indicators that serve to define the standards.
Part 3 Standards, Indicators, and Evidence View: This includes the business 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. <u>Shared Vision and Strategic Direction</u>
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

2. <u>Board, Policy, and the Education System</u>
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

3. <u>Collaboration with Families and Community</u>
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

4. <u>Continuous Improvement and Accountability</u>
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

5. <u>Teaching and Learning</u>
The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. <u>Personnel Leadership</u>
The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

7. <u>Systems Leadership and Management</u>
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

8. <u>Equity, Climate, and Culture</u>
The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

9. <u>Leadership, Conduct, and Professional Growth</u>
The 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 administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators

1. Develops and implements professional learning processes and programs that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student and staff learning and success.
2. Provides leadership to ensure professional learning processes and programs support the current and future needs of the district and school community.
3. Engages the superintendent, board and stakeholders within the district and school community in understanding the professional learning needs for implementing the district's shared vision, strategic direction, and goals.
4. Continually models and reinforces commitment to the district's shared vision, strategic direction, and goals throughout all professional learning programs and activities.
5. Routinely solicits feedback—including periodic review and revision of the district's shared vision, strategic direction, and goals with input from students, parents, teachers, administrators, board members, and the community.

2. Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators

1. *Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all professional learning programs and activities.*
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the development, implementation and review of professional learning policies, programs and activities.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision, strategic direction, and goals.
5. Proactively and collaboratively works to influence local, district, state, and national policies impacting professional development and student learning.

3. <u>Collaboration with Families and Community</u>

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district professional learning needs, activities and outcomes.
2. Maintains a presence in the district and school community to understand its strengths and needs.
3. Understands and is engaged with community needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.

4. <u>Continuous Improvement and Accountability</u>

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators

1. Systematically reviews, anticipates, and analyzes emerging professional learning trends and innovative strategies to continually improve all elements of the system.
2. Maintains comprehensive and current information about professional learning and its relationship to student progress, academic achievement, and school(s) and district effectiveness.
3. Makes informed recommendations to the superintendent and decisions based on evidence and multiple data sources.
4. Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
5. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
6. Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.

5. Teaching and Learning

The administrator ensures student 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 curriculum, instruction, and assessment through high quality professional learning that aligns with the district's shared vision, strategic direction, and goals; and that the result is culturally responsive and embodies high expectations.
2. Professional learning is aligned with high expectations for student success that is accomplished by a data-informed approach that produces effective results.
3. Ensures district and school curriculum and programs are supported by best practices in professional learning.
4. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.

6. Personnel Leadership

The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to provide professional learning to support the district's shared vision, strategic direction, and goals.
2. Implements professional learning processes and programs that address:
    i. induction, evaluation and retention; and
    ii. short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

7. <u>Systems Leadership and Management</u>

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators

1. Ensures financial and business processes, timelines, and systems are in place for professional development needs.
2. Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
3. Optimizes the use of facilities and equipment for professional development.
    4. Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources throughout the district.

8. <u>Equity, Climate, and Culture</u>

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
2. Develops professional learning processes and programs that support the academic, physical, social, and emotional growth of students and staff.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

9. Leadership, Conduct, and Professional Growth

The 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 enthusiasm, fairness, dignity, and respect.
2. Ensures consistent implementation of policy and practice.
3. Models and articulates ethical behavior.
4. Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
5. Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

Part 3   Standards, Indicators, and Evidence

1.   Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators

1. Develops and implements professional learning processes and programs that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student and staff learning and success.
    - ***Evidence:*** *Documentation including accomplishments and outcomes of professional learning processes and programs align with the district's shared vision, strategic direction, and goals which support high expectations of student learning and success.*

2. Provides leadership to ensure professional learning processes and programs support the current and future needs of the district and school community.
    - ***Evidence:*** *Documentation of district professional learning planning and programs support current and future needs of the district.*

3. Engages the superintendent, board and stakeholders within the district and school community in understanding the professional learning needs for implementing the district's shared vision, strategic direction, and goals.
    - ***Evidence:*** *Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, and goals; and, professional development expectations.*

4. Continually models and reinforce commitment to the district's shared vision, strategic direction, and goals throughout all professional learning programs and activities.
    - ***Evidence:*** *Professional learning programs, activities and materials reinforce the district's shared vision, strategic direction, and goals.*

5. Routinely solicits feedback—including periodic review and revision of the district's shared vision, strategic direction, and goals with input from students, parents, teachers, administrators, board members, and the community.
    - ***Evidence:*** *Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

2. Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators

1. Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all professional learning programs and activities.
    - ***Evidence:*** *Board agendas and communication keep the superintendent and board members informed on all professional development goals, activities and outcomes.*
    - ***Evidence:*** *Processes are in place to solicit input from the superintendent, board, and community on professional learning needs and procedures.*

2. Proactively responds to district needs and policy priorities.
    - ***Evidence:*** *Board agendas, reports, and communication are used to inform the superintendent, board, and community members on district needs and professional learning needs and priorities.*

3. Provides leadership in the development, implementation, and review of professional learning policies, programs, and activities.
    - ***Evidence:*** *Board professional development policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations or expectations.*

4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision, strategic direction, and goals.
    - ***Evidence:*** *Reports to superintendent, board, and staff, reflect up-to-date information on professional learning needs relative to state or federal policy or expectations.*

5. Proactively and collaboratively works to influence local, district, state, and national policies impacting professional development and student learning.
    - ***Evidence:*** *Board reports, communication, and professional learning show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact professional development and student learning.*

3. <u>Collaboration with Families and Community</u>

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district professional learning needs, activities and outcomes.
   - ***Evidence:*** *Newsletters, newspaper articles, web articles, and other digital and social media that incorporate professional learning information.*

2. Maintains a presence in the district and school community to understand its strengths and needs.
   - ***Evidence:*** *Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*

3. Understands and is engaged with community needs, priorities, and resources.
   - ***Evidence:*** *Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*

4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.
   - ***Evidence:*** *Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional learning reinforce collaboration between administrators and teachers.*
   - ***Evidence:*** *Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*
   - ***Evidence****: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*
   - ***Evidence:*** *School climate surveys include input from students, teachers, parents, and the community, and results are shared internally and externally.*

4. Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators

1. Systematically reviews, anticipates, and analyzes emerging professional learning trends and innovative strategies to continually improve all elements of the system.
   - **Evidence:** *Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*

2. Maintains comprehensive and current information about professional learning and its relationship to student progress, academic achievement, and school(s) and district effectiveness.
   - **Evidence:** *Professional development plans for the district and each school are 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.*

3. Makes informed recommendations to the superintendent and decisions based on evidence and multiple data sources.
   - **Evidence:** *Multiple data sources are used and clearly explained in reports and recommendations.*

4. Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
   - **Evidence:** *School or district reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*

5. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
   - **Evidence:** *Board reports provide information on school and district accountability and accreditation (NDE Rule 2, 3, 6, 10, 11, 15, 17, 19, 21, 22, 23, 24, 25, 26, 27, 51, 52, 89, and 92); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

6. Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.
   - **Evidence:** *Board policies and procedures define a system of accountability and reports and presentations keep the superintendent, board, and community informed about district and school accountability.*

5. <u>Teaching and Learning</u>

The administrator ensures student 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 curriculum, instruction, and assessment through high quality professional learning that aligns with the district's shared vision, strategic direction, and goals; and that the result is culturally responsive and embodies high expectations.
   - ***Evidence***: *District professional learning expectations and programs have been superintendent and/or board approved and are available for review.*
   - ***Evidence***: *Professional learning programs and activities focus on research-based instructional strategies, including enhancing cultural responsiveness, high expectations, and differentiation to meet the needs of all students.*
   - ***Evidence:*** *Professional learning programs and activities focus on best practices in assessment and grading.*

2. Professional learning is aligned with high expectations for student success that is accomplished by a data-informed approach that produces effective results.
   - ***Evidence:*** *District or school professional development plans, programs and activities, clearly articulate data-informed high expectations of student achievement and are results-oriented.*

3. Ensures district and school curriculum and programs are supported by best practices in professional learning.
   - ***Evidence:*** *Reports, presentations and student achievement data reflect professional learning processes are aligned with district's curriculum, instruction, and assessment.*

4. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
   - ***Evidence:*** *Reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

6. **Personnel Leadership**

The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to provide professional learning to support the district's shared vision, strategic direction, and goals.
    - ***Evidence:*** *Reports, presentations and the district budget reinforce that personnel and financial systems are in place to provide professional development to achieve the district's shared vision, strategic direction, and goals.*
    - ***Evidence:*** *Professional learning processes and timelines are available and communicated to the superintendent, board, and the community.*

2. Implements professional learning processes and programs that address:
    - induction, evaluation, and retention; and,
    - short-term and long-term planning reflective of personnel needs.
    - ***Evidence:*** *Communication processes inform superintendent, board members and community regarding professional learning opportunities within the school district.*
    - ***Evidence:*** *Reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support professional learning needs in the district.*
    - ***Evidence:*** *Short term and long term plans are in place to support professional learning of all personnel.*

3. Creates a comprehensive system of professional development for all personnel.
    - ***Evidence:*** *District policies, procedures, and practice define professional learning expectations.*
    - ***Evidence:*** *School improvement plans delineate professional development expectations and needs for improving student achievement.*
    - ***Evidence:*** *The administrator's professional learning plan aligns with district needs and priorities, and demonstrates a commitment to life-long learning.*

7. Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators

1. Ensures financial and business processes, timelines, and systems are in place for professional development needs.
    *   ***Evidence***: *Budget and financial reports demonstrate professional learning programs and activities are aligned with district policies and goals.*

2. Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
    *   ***Evidence:*** *Board reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*

3. Optimizes the use of facilities and equipment for professional development.
    *   ***Evidence:*** *Equipment and facilities are in place to support professional learning needs of the district.*

4. Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources throughout the district.
    *   ***Evidence:*** *District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of professional learning issues and the resolution of such issues.*

8. **Equity, Climate, and Culture**

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
   - ***Evidence:*** *District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*

2. Develops professional learning processes and programs that support the academic, physical, social, and emotional growth of students and staff.
   - ***Evidence:*** *Professional learning plans, programs and activities clearly support the academic, physical, social, and emotional growth of all students.*
   - ***Evidence:*** *District professional learning plans, programs, and activities clearly support the needs of all staff.*

3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.
   - ***Evidence:*** *When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

9. **Leadership, Conduct, and Professional Growth**

The 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 enthusiasm, fairness, dignity, and respect.
   - ***Evidence:*** *When communicating with the superintendent, board, staff, students, parents, and the community, the curriculum administrator conveys fairness, dignity, and respect with enthusiasm and positivity.*

2. Ensures consistent implementation of policy and practice.
   - ***Evidence:*** *District policies and procedures guide the decision-making process to be just, fair, and equitable.*
   - ***Evidence:*** *When communicating with the superintendent, board, staff, students, parents, and the community, the professional development administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*

3. Models and articulates ethical behavior.
   - ***Evidence:*** *District policies and procedures are grounded in an ethical framework, and the professional development administrator models and leads with integrity and ethical behavior.*

4. Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
   - ***Evidence:*** *District policies and procedures are grounded in an ethical framework, and the professional development administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*

5. Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.
   - ***Evidence:*** *The administrator's professional learning plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Section II   *NCSA Professional Development Administrator Evaluation System*

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

Process Guidelines

- The superintendent shall confer with the professional development administrator regarding the evaluation process and the professional development administrator will receive a copy of the board approved evaluation instrument. In addition, the superintendent may request the following additional items:
  - A list of the administrator's accomplishments for the year;
  - A self-evaluation/assessment by the administrator using the evaluation instrument including comments and any evidence or artifacts;
  - The administrator's performance targets.

Evaluation Documents:

Professional Development Administrator Evaluation Instrument
Professional Development Administrator Performance Targets
Professional Development 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 evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the superintendent. 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 superintendent 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 district's shared vision and strategic direction or may be a priority area identified by the administrator or the superintendent.

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

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

Professional Development Evaluation Instrument

1. Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators

1. Develops and implements professional learning processes and programs that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student and staff learning and success.
2. Provides leadership to ensure professional learning processes and programs support the current and future needs of the district and school community.
3. Engages the superintendent, board, and stakeholders within the district and school community in understanding the professional learning needs for implementing the district's shared vision, strategic direction, and goals.
4. Continually models and reinforces commitment to the district's shared vision, strategic direction, and goals throughout all professional learning programs and activities.
5. Routinely solicits feedback—including periodic review and revision of the district's shared vision, strategic direction, and goals with input from students, parents, teachers, administrators, board members, and the community.

☐	**Needs Improvement**
	➢ *Alignment with shared vision and strategic direction are not documented*
	➢ *No evidence professional development processes support current and future needs*
	➢ *Stakeholders have no or limited engagement in the vision/direction of professional development*
☐	**Developing**
	➢ *Alignment with vision or direction is documented*
	➢ *Some evidence professional development processes support current and future needs*
	➢ *Some evidence of stakeholder engagement in the vision/direction of professional development*
☐	**Effective**
	➢ *Vision and direction are aligned and used to guide curriculum, instruction, and assessment*
	➢ *Evidence that professional development supports current and future needs*
	➢ *Evidence of engagement with stakeholders in development and implementation of vision/direction for professional development*
☐	**Highly Effective**
	➢ *Vision and direction are aligned and include measurable outcomes tied to curriculum, instruction, and assessment*
	➢ *Evidence professional development processes are well communicated and clearly aligned with current and future needs*
	➢ *Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction for professional development*

Comments on rating and/or evidence: Click here to enter text.

2. Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators

1. Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all professional learning programs and activities.
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the development, implementation and review of professional learning policies, programs, and activities.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision, strategic direction, and goals.
5. Proactively and collaboratively works to influence local, district, state, and national policies impacting professional development and student learning.

☐	**Needs Improvement**
	➢ *Limited or inconsistent communication with superintendent, board members, and staff*
	➢ *Policies are outdated, not in compliance with state or federal law, or not routinely reviewed*
	➢ *No evidence of collaborative practice to influence decisions impacting student learning*
☐	**Developing**
	➢ *Provides updates and communicates regularly with superintendent, board members, and staff*
	➢ *Policies are routinely updated*
	➢ *Uses some collaborative strategies at the local level*
☐	**Effective**
	➢ *Engages superintendent, board members, and staff 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*
☐	**Highly Effective**
	➢ *Actively and consistently engages superintendent, board members, staff, and community in 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: Click here to enter text.

3. Collaboration with Families and Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district professional learning needs, activities and outcomes.
2. Maintains a presence in the district and school community to understand its strengths and needs.
3. Understands and is engaged with community needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.

☐	***Needs Improvement***
	➢ *Little or no evidence of collaboration in the organization*
	➢ *Little or no evidence of consistent communication with families and stakeholders*
	➢ *Little or no evidence of engagement with community organizations, or community activities*
	➢ *Little or no evidence of identification of community needs, priorities, or resources*
☐	***Developing***
	➢ *Some evidence of collaboration in the organization*
	➢ *Some communication of school activities with families through newsletters and/or district website*
	➢ *Participates in some community organizations or activities such as the Chamber and service organizations*
	➢ *Demonstrates awareness of community needs, priorities, and resources*
☐	***Effective***
	➢ *Routinely collaborates with board members, superintendent, and staff*
	➢ *Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement*
	➢ *Actively involved in community organizations or activities, such as the Chamber, or service organizations*
	➢ *Recognizes some community needs, priorities, or resources in the district and school planning*
	➢ *Ensures engagement of administrators, teachers, families, and community*
☐	***Highly Effective***
	➢ *Models collaboration and supports staff collaboration throughout the organization*
	➢ *Engages families 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 organizations or activities such as the Chamber, or service organizations*

Comments on rating and/or evidence: Click here to enter text.

4. Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators

1. Systematically reviews, anticipates, and analyzes emerging professional learning trends and innovative strategies to continually improve all elements of the system.
2. Maintains comprehensive and current information about professional learning and its relationship to student progress, academic achievement, and school(s) and district effectiveness.
3. Makes informed recommendations to the superintendent and decisions based on evidence and multiple data sources.
4. Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
5. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
6. Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.

☐	**Needs Improvement**
	➢ *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 district planning or practice*
☐	**Developing**
	➢ *Some evidence of continuous improvement and innovation*
	➢ *Some student information is used to guide decision-making*
	➢ *Some quality indicators/accreditation standards guide district planning and practice*
☐	**Effective**
	➢ *Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process*
	➢ *Information on student progress and achievement is used for planning and decision-making*
	➢ *Alignment between district and state quality indicators for accreditation and accountability*
☐	**Highly Effective**
	➢ *Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation*
	➢ *Comprehensive and current information on student progress and achievement is available and utilized in decision-making*
	➢ *Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability*

Comments on rating and/or evidence: Click here to enter text.

5. <u>Teaching and Learning</u>

The administrator ensures student 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 curriculum, instruction, and assessment through high quality professional learning that aligns with the district's shared vision, strategic direction, and goals; and that the result is culturally responsive and embodies high expectations.
2. Professional learning is aligned with high expectations for student success that is accomplished by a data-informed approach that produces effective results.
3. Ensures district and school curriculum and programs are supported by best practices in professional learning.
4. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.

☐	***Needs Improvement*** ➢ *Little or no evidence of high expectations of student achievement* ➢ *Little or no evidence of a plan for professional development* ➢ *Little or no evidence of implementing best practices in professional learning* ➢ *Little or no evidence of consistency or continual improvement of instructional practices*
☐	***Developing*** ➢ *Some evidence of high expectations of student achievement* ➢ *Some evidence of a plan for professional development* ➢ *Some evidence of implementing best practices in professional learning* ➢ *Some evidence of consistency or continual improvement of instructional practices*
☐	***Effective*** ➢ *Evidence of high expectations of student achievement* ➢ *Evidence of a plan for professional development* ➢ *Evidence of implementing best practices in professional learning* ➢ *Evidence of consistency or continual improvement of instructional practices*
☐	***Highly Effective*** ➢ *Evidence and documentation of data-informed high expectations of student achievement* ➢ *Evidence of the planning of professional development is aligned to student achievement and educator needs* ➢ *Evidence of implementation and evaluation of professional development is aligned to evidence-based practices* ➢ *Evidence of alignment between professional development, continuous improvement, and accountability*

Comments on rating and/or evidence: Click here to enter text.

6. <u>Personnel Leadership</u>

The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to provide professional learning to support the district's shared vision, strategic direction, and goals.
2. Implements professional learning processes and programs that address:
   i. induction, evaluation and retention; and
   ii. short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

☐	***Needs Improvement*** ➤ *Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan* ➤ *Little or no evidence of short or long-term human resource planning to support the professional development needs of the district* ➤ *Little or no evidence of modeling life-long learning*
☐	***Developing*** ➤ *Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction* ➤ *Some evidence of short or long-term human resource planning to support the professional development needs of the district* ➤ *Some evidence of modeling life-long learning*
☐	***Effective*** ➤ *Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction* ➤ *Evidence of short or long-term human resource planning to support the professional development needs of the district* ➤ *Evidence of on-going modeling of life-long learning*
☐	***Highly Effective*** ➤ *Evidence of on-going strategic planning to ensure professional development aligns with district vision and direction* ➤ *Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing, diverse staff to support professional development needs of the district is in place, reviewed, and monitored* ➤ *Models life-long learning by engaging and applying ongoing professional development*

Comments on rating and/or evidence: Click here to enter text.

7. Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators

1. Ensures financial and business processes, timelines, and systems are in place for professional development needs.
2. Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
3. Optimizes the use of facilities and equipment for professional development.
4. Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources throughout the district.

☐	***Needs Improvement***
	➢ *Business processes are out-of-date and not clearly linked to student learning and success*
	➢ *Facilities and equipment are not up-to-date, clean, safe, and secure*
	➢ *Little evidence of building consensus, managing conflict, and resolving operational issues*
☐	***Developing***
	➢ *Most business processes in place and using current best practices but not clearly linked to student learning and success*
	➢ *Some evidence of facility and equipment planning*
	➢ *Manages operational issues with little or no conflict*
☐	***Effective***
	➢ *Business processes are in place using current best practices with a clear priority on student learning and success*
	➢ *Processes are in place for on-going facility/transportation planning and facilities; and vehicles are clean, safe, and secure*
	➢ *Manages operational issues with little or no conflict and builds some consensus*
☐	***Highly Effective***
	➢ *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*
	➢ *Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles*
	➢ *Identifies and resolves operational issues, manages conflict, and builds consensus*

Comments on rating and/or evidence: Click here to enter text.

8. <u>Equity, Climate, and Culture</u>

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
2. Develops professional learning processes and programs that support the academic, physical, social, and emotional growth of students and staff.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

☐	***Needs Improvement***
	➢ *Little or no evidence of a shared vision on equity or equitable practices*
	➢ *Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust*
	➢ *Little or no evidence of a responsive culture of high expectations*
☐	***Developing***
	➢ *Some evidence of shared vision on equity and equitable practices*
	➢ *Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust*
	➢ *Some evidence of a responsive culture of high expectations*
☐	***Effective***
	➢ *Shared vision on equity and equitable practices is evidence through professional learning*
	➢ *Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures*
	➢ *Communication processes promote a culture of high expectations for self, staff, and all students*
☐	***Highly Effective***
	➢ *Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey*
	➢ *Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey*
	➢ *Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students*

Comments on rating and/or evidence: Click here to enter text.

9. <u>Leadership, Conduct, and Professional Growth</u>

The 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 enthusiasm, fairness, dignity, and respect.
2. Ensures consistent implementation of policy and practice.
3. Models and articulates ethical behavior.
4. Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
5. Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

☐	***Needs Improvement*** ➢ *Does not demonstrate dignity or respect when communicating with students, staff, families, or community members* ➢ *Decisions do not appear to be just, fair, or equitable* ➢ *Does not model or hold others accountable for demonstrating ethical behavior* ➢ *Does not participate in professional development or leadership activities*
☐	***Developing*** ➢ *Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members* ➢ *Decisions do not consistently appear to be just, fair, or equitable* ➢ *Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior* ➢ *Participates in some professional development.*
☐	***Effective*** ➢ *Demonstrates dignity and respect when communicating with students, staff, families, or community members* ➢ *Most decisions appear to be just, fair, or equitable* ➢ *Models ethical behavior and generally holds others accountable for demonstrating ethical behavior* ➢ *Participates in professional development that is aligned with district vision and direction*
☐	***Highly Effective*** ➢ *Consistently demonstrates enthusiasm, fairness, dignity, and respect when communicating with students, staff, families, or community members* ➢ *Decisions consistently appear to be just, fair, and equitable* ➢ *Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior* ➢ *Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community*

Comments on rating and/or evidence: Click here to enter text.

Administrator Performance Targets

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

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Summary Comments/Recommendations   Click here to enter text.

Administrator Evaluation Summary

1. Shared Vision and Strategic Direction

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

2. Board, Policy, and the Education System

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

3. Collaboration with Families and Community

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

4. Continuous Improvement and Accountability

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

5. Teaching and Learning

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

6. Personnel Leadership

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

7. Systems Leadership and Management

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

8. Equity, Climate, and Culture

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

9. Leadership, Conduct, and Professional Growth

☐ Needs Improvement ☐ Developing ☐ Effective ☐ Highly Effective	Summary Comments/Recommendations: Click here to enter text.

☐ *Meets Expectations; Recommend Contract Renewal*

☐ *Improvement Plan attached; Recommend Contract Renewal*

☐ *Does Not Meet Expectations; Do Not Recommend Contract Renewal*

_____   _____
Superintendent's Signature   Administrator's Signature

Date   Click here to enter a date.   Date   Click here to enter a date.

Section III *Resources*

The following section is designed to provide resources for the administrator and the superintendent. 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 Timeline
Standards and Evaluation Checklist
Improvement Plan
Evidence and Artifacts

Recommended Timeline

The following is a suggested timeline for the administrator's evaluation process.

May-July
- Administrator identifies performance targets for the upcoming school year.
- Superintendent and administrator review and agree upon performance targets.

August-December
- Administrator provides the superintendent with regular updates on progress toward performance targets.
- Administrator provides the superintendent with updates, evidence, and artifacts aligned to the NCSA Administrator Standards.

January-March
- Administrator completes the self-assessment and report on performance targets.
- Administrator provides the superintendent with any artifacts or evidence pertinent to the evaluation process.
- Superintendent reviews performance targets, artifacts, evidence, and administrator's self-assessment.
- Superintendent completes evaluation summary.
- Superintendent shares evaluation results with the administrator.
- Superintendent presents contract recommendations or modifications.

Standards and Evaluation Checklist

Standards

☐ Administrator and Superintendent review and discuss the standards, indicators, and artifacts.
☐ Board adopts the standards.

Evaluation system

☐ Superintendent and administrator reviews timeline and evaluation system.
☐ Superintendent makes modifications to meet local needs.
☐ Board adopts recommended evaluation system.
☐ Superintendent annually completes the administrator's evaluation process.

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 administrator and superintendent.

Evidence and Artifacts

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

Section IV   *References*

External Review and Validation

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

Mike Apple
Ogallala Public Schools

Dr. Greg Barnes
Seward Public Schools

Tim DeWaard
Centennial Public School

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Nebraska Rural Community Schools Association

NCSA Administrator Standards & Evaluation Process

Brad Dahl
Fremont Public Schools

Dr. Chad Dumas
Hastings Public Schools

Ellen Stokebrand
Educational Service Unit #4

Dr. John Skretta
Norris School District 160

Nebraska School Resources

The following school districts submitted copies of current superintendent evaluation instruments, processes, policies and job descriptions that were used as a reference in the development of the NCSA Superintendent Standards and Evaluation System.

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 School

School District 145 - Waverly

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