

PRINCIPAL EVALUATION INSTRUMENT

NAME: _____

Evaluation Period: _____, 20__ to _____, 20__

STANDARDS OF PERFORMANCE

STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

STANDARD #7: ETHICS/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.¹

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

¹ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the descriptors for each standard at a satisfactory level.

PERFORMANCE STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Descriptors for Performance Standard # 1	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Sets priorities in the context of improving student achievement.	
B. Articulates and promotes high expectations for teaching and student learning.	
C. Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.	
D. Creates symbols, ceremonies, and activities that support the vision and mission of the district.	
E. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.	

Narrative:

Performance Standard # 1--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Descriptors for Performance Standard # 2	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Provides leadership for assessing, developing and improving school environment and culture.	
B. Recruits, interviews and recommends teachers and staff to support quality instruction.	
C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improvement of instruction.	
G. Engages in direct teaching in the classrooms.	
H. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	
I. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
J. Provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentation.	

K. Provides motivation and resources for faculty members to engage in professional growth activities.	
L. Demonstrates awareness of professional issues and developments in education.	
M. Develops and revises as needed his/her own professional development plan for continued improved performance.	

Narrative:

Performance Standard # 2--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

Descriptors for Performance Standard # 3	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Operational procedures are designed and managed to maximize opportunities for successful learning.	
B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: <ul style="list-style-type: none"> • Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing 	

<p>care, patience and understanding toward students.</p> <ul style="list-style-type: none"> • Serves as an advocate for students and communicates with them regarding their school life. • Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate. 	
<p>D. Uses effective communication skills with a variety of stakeholders in the operation of the school.</p>	
<p>E. Encourages open communication among staff members and maintains respect for differences of opinion.</p>	
<p>F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such problems where appropriate.</p>	
<p>G. Systematically collects and responds to staff, parent, and student concerns.</p>	
<p>H. Acknowledges appropriately the meaningful accomplishments of others.</p>	
<p>I. Addresses problems in a timely manner.</p>	
<p>J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.</p>	
<p>K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.</p>	

Narrative:

Performance Standard # 3--Check Appropriate Box:

MEETS DISTRICT STANDARD	DOES NOT MEET DISTRICT STANDARD
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STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards.

Descriptors for Performance Standard # 4	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Demonstrates knowledge of academic standards.	
B. Ensures staff is informed of and incorporates academic standards in classroom.	
C. Incorporates the designated state and operational procedures as designed and manages in ways that maximize opportunities for successful learning.	
D. Facilitates instructional program development based on trustworthy research and proven instructional practices.	
E. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.	
F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.	
G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.	
H. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.	
I. Assists teachers yearly in setting and reaching personal and professional goals related to the	

improvement of instruction, student achievement, and professional development.	
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Performance Standard # 4--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Descriptors for Performance Standard # 5	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Participates actively in the community.	
B. Engages the community to create shared responsibility for student and school success.	
C. Promotes and supports parent/student/community involvement in the school.	
D. Shares leadership and decision-making.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.	

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Performance Standard # 5--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

Descriptors for Performance Standard # 6	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Participates in the research and development of district curriculum and programs.	
B. Supports district curriculum and program decisions with students, staff and the community.	
C. Aligns the educational programs, plans and actions to the district’s adopted curriculum and program.	
D. Provides professional development for the implementation of district curriculum and programs.	
E. Monitors the implementation of the adopted curriculum and programs.	

<p>Narrative:</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>
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Performance Standard # 6--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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STANDARD #7: ETHIC/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.²

Descriptors for Performance Standard # 7	This Column may include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Demonstrates ethical, trustworthy, and professional behavior.	
B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	
C. Treats people fairly, equitably, and with dignity and respect.	
D. Applies policies and procedures in a fair and equitable manner.	
E. Demonstrates appreciation for and sensitivity to the diversity in the school community.	

Narrative:

Performance Standard # 7--Check Appropriate Box:

MEETS DISTRICT STANDARD	<input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD	<input type="checkbox"/>
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² The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal’s Job Description, and to comply with Board policies and the directions of the Superintendent.

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

Descriptors for Performance Standard # 8	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Serves as an effective spokesperson for the welfare of all members of the learning community.	
B. Promotes respect for diversity in the school and community environment.	
C. Engages in dialogue with other decision-makers to improve teaching and learning.	
D. Communicates clearly to the community about building/district issues and performance.	
E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.	
F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	

Narrative: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Performance Standard # 8--Check [√] Appropriate Box:

MEETS DISTRICT STANDARD		DOES NOT MEET DISTRICT STANDARD	
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**OVERALL
SUMMARY**

[Check (%) one in each row]

Standard	Meets District Standards	Does Not Meet District Standards
Standard #1—Vision		
Standard #2—School Culture for Learning		
Standard #3—School Management		
Standard #4—Academic Standards and Assessment		
Standard #5—Working with Parents and Community		
Standard #6—Administrative Team Member		
Standard #7—Ethics/Integrity		
Standard #8—Greater Political and Social Context		

Significant Achievements:

Areas for Growth:

Principal's Comments:

Superintendent's Comments:

Recommendation for Continuous Improvement (check one)

Task (/)	Task Descriptor
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	Professional Growth Plan
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	Action Plan
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	Improvement Plan and Remediation Targets
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Principal's Signature: _____ **Date:** _____

The principal's signature does not necessarily indicate agreement with the evaluation, but simply indicates that the principal has been provided a copy of the evaluation.

Superintendent or Designee Signature: _____ **Date:** _____

The Superintendent's signature on this form verifies that the report has been reviewed and that the proper process and procedure have been followed.

ACTION PLAN

NAME OF PRINCIPAL: _____

DATE: _____, 20__

List significant job targets and measurable outcomes to be accomplished by the Principal during the next twelve months or prior to the next evaluation cycle.

JOB TARGET	APPLICABLE STANDARD OF PERFORMANCE	MEASURABLE OUTCOME	DATA SOURCE

Principal Comments:

Superintendent Comments:

**PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
PROFESSIONAL GROWTH GOALS
SCHOOL YEAR _____**

Principal Name _____ **Date** _____

Position _____ **Building** _____

Directions for Establishing Goals

Measurable goals shall focus on increasing student learning, should be developed based on suggestions for professional growth plan from your last evaluation, district, and building goals, student assessment data and your own professional development needs. Before turning in your goals, describe what measure(s) you will use at the end of the year to determine if you have met each goal. Be specific.

GOAL I (State measurable goal)	
ACTION PLAN (Describe the actions you will take to reach this goal.)	TIMELINE (Describe when each item of your action plan will be accomplished.)
MEASUREMENT (Describe the measurement/criteria you will use to determine if you have met this goal.)	

Principal Name _____ Date _____

GOAL II (State measurable goal)

ACTION PLAN (Describe the actions you will take to reach this goal.)

TIMELINE (Describe when each item of your action plan will be accomplished.)

MEASUREMENT (Describe the measurement/criteria you will use to determine if you have met this goal.)

IMPROVEMENT PLAN AND REMEDIATION TARGET

NAME OF PRINCIPAL: _____ **DATE:** _____, 20__

A Remediation Target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

Performance Standard or Descriptor to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress

Superintendent/Designee Signature: _____ **Date:** _____, 20__
Comments:

Principal's Signature: _____ **Date:** _____, 20__
Comments:

SAMPLE PORTFOLIO ARTIFACTS

The following suggestions for artifacts to include in an administrator's portfolio are grouped by the performance standards. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans and grade level goals.
- Building Professional Development Plan.
- Staff meeting agendas that addressing vision/mission.
- School newsletter.
- Monthly student recognition.
- Local newspaper articles highlighting achievement.
- Building-wide discipline plans/academic guidelines.
- Implementation of social skills.
- Student organizations that support student learning.
- Number of times administrator formal speaks to community in person about vision for learning.
- Use of student data/profiles to identify goals and address actual needs.
- Department meeting agendas (grade level meetings, team meetings too).
- District report card, building report, annual report to community, 3-year comparison.
- State of the Schools report from administrator.
- Mission/Vision statement poster visibility in building and community.
- Partners in Education programs.
- Tours of building and sites to prospective parents.

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service focusing on reading and problem solving.
- Walk-through supervision.
- School climate surveys.
- Service on a state-wide committee addressing NCLB,
- Performance on Administrator's Standards for effective student learning.
- Copy of year's Professional Development Plan.
- Teacher evaluation artifact(s).
- Regional job fair brochure (attend with district personnel).
- Faculty meeting agenda (Professional issues and Development).
- Copy of professional growth plan.
- Attendance at state and national conferences.
- Building- and District-level study teams.
- Professional reading material provided for staff.
- Opportunities provided for teachers to observe best practice (both inside and outside discipline)
- Use of research-based methods as basis for professional development of staff.
- Selection of teachers based on an understanding of the importance of and participation in professional development
- Facilitation of district level professional development study teams and workshops.
- Availability of a model portfolio for teachers.
- Participation in teacher in-service with your teachers.

STANDARD #3: SCHOOL MANAGEMENT

- Building expectations and rules written and posted.

- Student handbook.
- Faculty handbook.
- Substitute handbook.
- Newsletter.
- Crisis plan.
- Staff memos and agendas.
- Building budgets and budgeting procedures.
- Phone logs and email.
- Fire marshal reports, and fire and disaster drill records.
- Insurance audit of building.
- Regular meetings with maintenance staff; documented by agendas of those meetings.
- Use of technology to streamline procedures for attendance, grades, registration, etc.
- Shares responsibilities with other experts.
- Monitors doors, locker rooms, halls, and parking lots.
- Participation in safety committee meeting.
- Attendance and tardy procedures and expectations with consistently enforced consequences.
- Spend only the money you have.
- Notes from meetings with building’s custodial and maintenance mangers.
- Notes from meetings with business manager.
- Student (new and incoming) orientation.
- Collaborative decision making on budgets.
- Results of accreditation visit.
- Action plans for accreditation suggestions.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT

- Memos to staff, students and parents regarding academic standards.
- Postings informing staff, students and parents of academic standards.
- Template for teacher lesson plans incorporating academic standards.
- Student performance on assessments of academic standards provided in useful format for students, parents and staff.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY

- ! Parent advisory committee minutes or agenda.
- ! Parent volunteer list and recognition ceremony.
- ! Site-councils.
- ! Junior Achievement/pictures of classes, sample lessons.
- ! Field trips and community support.
- ! Building assistance teams.
- ! Community Agency assistance to students and families.
- ! Minutes of faculty meetings, department head meetings.
- ! School web site hits.
- ! Number of referrals of students and families to community agencies.
- ! Number of placements of students (SPED) in community agencies.
- ! Student council agenda and minutes.
- ! Establish business partnerships to enhance collaboration in community.
- ! Community mobility programs in Special Ed.
- ! Job shadowing/internships (data).
- ! Collaboration with higher education.
- ! Mentors (adults/students).
- ! School to work.
- ! Social health teams.

- ! School- based health clinics on site.
- ! Parent/community volunteers.
- ! Career day brochure.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER

- Records of instructional conferences.
- Records of participation in district curricular study.
- Records of attendance at staff meetings.
- Correspondence with Administrator’s building staff, students, and parents.

STANDARD #7: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities.
- Periodic assemblies that have role-plays and examples of good character.
- Provide speakers/programs for parents.
- Discipline referral sheets show consistent treatment.
- Share social skills information in newsletters to connect with parents and gain support.
- Recognize those showing character.
- Provides multi-lingual newsletters and other school communications.
- School calendar reflects many ethnic religious holidays based on school demo.
- Demographic representative on all school committees.
- Building-wide management plan (developed by all stakeholders).
- Staff and student handbook (policies and procedures).
- Maintains confidentiality of issues and discipline (students, parents and staff).
- Review of handbook to show implementation of policies.
- Addresses specific concerns of families/student regarding controversial issues: gay student concerns about treatment, religious expression, etc.
- Involves students and staff in community service events.

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT

- Meets with administrative team to plan professional development for teachers and self.
- Log of meeting notes and actions.
- Active member of district curriculum committee.
- Speaker at community organizations.
- Shares progress on district goals to P.T.O., etc.
- Site-Council implementation at the building level.
- Serves on Education Committee for city service organization.
- Logs of outside community resource agencies.
- Communication logs with local and state decision-makers.
- District committee agenda.
- Professional development plan documents diversity agenda.
- Guides staff in disaggregating data.
- Uses data from community to establish student-learning needs.
- Writes articles in newsletter or local paper regarding education issues

Date of Adoption: January 9, 2006

Reviewed: Mar. 12, 2007, Dec. 8, 2008, Dec. 14, 2009, Dec. 13, 2010, Nov. 14, 2011, Dec. 10, 2012, Dec. 9, 2013, Dec. 8, 2014, Dec. 14, 2015, Dec. 12, 2016, Dec. 11, 2017, Dec. 10, 2018, Feb. 10, 2020, Feb. 8, 2021, Jan. 10, 2022, Jan. 9, 2023, Feb. 12, 2024

