



Kearney Public Schools

**District
Administrator
Evaluation Model**

Revised November, 2018

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Overview of Evaluation Model Components and Terminology

Basis for Administrator Evaluations

Administrator evaluations are based upon observations and evidence of an administrator's leadership and management performance. Observations and evidence may include but is not limited to:

- direct observation of the administrator
- formal and informal information gathered from staff, parents and students
- assessment data and survey results
- goal progression
- collection of data and artifacts
- evidence of professional development

Throughout the evaluation cycle, administrators will receive feedback regarding their level of performance on the eight effective practices.

Effective Practices

The eight effective practices in the *Nebraska Principal Performance Framework* form the basis of the Kearney Public Schools District Administrator Evaluation Model.

Evaluation Cycle

The evaluation cycle is the period of time during which a full summative evaluation of an administrator's performance takes place. An evaluation cycle consists of one or more formative evaluations followed by a summative evaluation. The completion of the summative evaluation ends the evaluation cycle.

The evaluation cycle for probationary administrators shall be one school year. The evaluation cycle for permanent (tenured) administrators shall be three school years.

Formative Evaluation

Formative evaluation takes place at specified points within the evaluation cycle prior to the summative evaluation and includes the rating of some of the 8 effective practices of the evaluation model and may include a non-summative review of other effective practices.

Summative Evaluation

Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all 8 effective practices of the evaluation model.

Goal Setting

Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year. Conferences will be held with the Superintendent to establish professional goals for the year and determine ongoing progress toward the goals.

Self-Evaluation

Each year, administrators will complete a self-evaluation to be shared with the Superintendent.

Levels of Performance

The performance of principals and school/district administrators shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

1. Exemplary: In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
2. Proficient: In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and district leadership efforts.
3. Basic: In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient.”
4. Unsatisfactory: In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Effective Practice Rubrics

Each of the eight effective practices in the Kearney Public Schools District Administrator Evaluation Model include an effective practice rubric. Each effective practice rubric details each of the four levels of performance with a performance description, example behaviors and examples of evidence sources.

Policy and Procedures

Kearney Public School Board Policy 2300

Evaluation Certificated Administrative Personnel

1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated administrative personnel of the School District (hereinafter collectively referred to as “Administrators”) are varied and complex requiring an appraisal process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected Administrator. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrators their respective role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Administrator’s responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

2. General Procedures

The formal Administrator appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Administrator’s duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Administrators with three or fewer years of administrative experience in the District will be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Administrators with more than three years of administrative experience in the District will be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Administrator or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent Administrator is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Administrator rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for Administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an Administrator's work for no less than fifty (50) minutes (cumulative) during the time periods being evaluated.

4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided that the supervisor of the Superintendent shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative appraisal, data is collected as required to provide a basis for appraising the performance categories. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other Administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Administrator (such as, for example, a Principal's evaluations of teachers) and observations of performance. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report.

5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Administrator shall have the duty to comply with such plans. The Administrator is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

KPS Policy adopted: 8/14/17

Evaluation Cycle for Probationary Administrators: Administrators with three or fewer years of administrative experience in the district will have a one-year evaluation cycle. The evaluation cycle includes a first semester formative evaluation and a second semester summative evaluation.

Cycle for each year of probation:

- a) Goal Setting – Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year.
- b) Goals conference with Superintendent – Administrators will conference with the Superintendent to establish and review professional goals and determine ongoing progress toward the goals.
- c) 1st Semester Self-Evaluation – Each semester, probationary administrators will complete a self-evaluation to be shared with the Superintendent.
- d) 1st Semester Formative Evaluation – The Superintendent will complete the 1st Semester formative evaluation for the probationary administrator. The formative evaluation will include rating some of the 8 effective practices of the evaluation model and may include a non-summative review of other effective practices.
- e) 1st Semester Formative Evaluation Conference with the Superintendent – Probationary administrators will conference with the Superintendent to review the 1st semester formative evaluation.
- f) 2nd Semester Self-Evaluation – Each Semester, probationary administrators will complete a Self-Evaluation to be shared with the Superintendent.
- g) Summative Evaluation – The Superintendent will complete the summative evaluation for probationary administrators. The summative evaluation will include the assessment of all 8 effective practices of the evaluation model.
- h) Summative Evaluation Conference with the Superintendent – Probationary administrators will conference with the Superintendent to review the summative evaluation.

Evaluation Cycle for Permanent Administrators: Administrators with more than three years of administrative experience in the district will have a three year evaluation cycle. In the three year cycle, Permanent Years 1 and 2 will include an annual formative evaluation and Permanent Year 3 will include a comprehensive summative evaluation. During Years 1 and 2, a comprehensive summative evaluation may be completed at the Superintendent's discretion.

Cycle for Permanent Year 1 and Permanent Year 2:

- a) Goal Setting – Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year.
- b) Goals conference with Superintendent – Administrators will conference with the Superintendent to establish and review professional goals and determine ongoing progress toward the goals.
- c) Self-Evaluation – Each year, permanent administrators will complete a self-evaluation to be shared with the Superintendent.
- d) Formative Evaluation – The Superintendent will complete the formative evaluation for permanent administrators. The formative evaluation will include rating some of the 8 effective practices of the evaluation model and may include a non-summative review of other effective practices. A comprehensive summative evaluation may be completed at the Superintendent's discretion.
- e) Formative Evaluation Conference with the Superintendent – Permanent administrators will conference with the Superintendent to review the formative evaluation.

Cycle for Permanent Year 3 (Summative Year):

- a) Goal Setting – Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year.
- b) Goals conference with Superintendent – Administrators will conference with the Superintendent to establish and review professional goals and determine ongoing progress toward the goals.
- c) Self-Evaluation – Each year, permanent administrators will complete a self-evaluation to be shared with the Superintendent.
- d) Summative Evaluation – The Superintendent will complete the summative evaluation for permanent administrators. The summative evaluation will include the assessment of all 8 effective practices of the evaluation model.
- e) Summative Evaluation Conference with the Superintendent – Permanent administrators will conference with the Superintendent to review the summative evaluation.

Unsatisfactory Performance

In the event an administrator's performance is rated as Basic or Unsatisfactory according to the effective practice rubrics of the Kearney Public Schools Administrator Evaluation Model, the administrator may be placed on a specific plan for improvement as outlined by the Superintendent. An improvement plan shall include written communication and documentation to the administrator specifying all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the concrete suggestions for improvement. Unsatisfactory performance can also result in a salary freeze for the subsequent year. In such a circumstance, the Superintendent may recommend a salary freeze to the Board of Education and provide additional assistance in skill development.

Training on the Model

Training for using the Administrator Evaluation Model shall be provided by the district to all evaluators and to those being evaluated.

Annual Written Communication

Annual written communication of the Administrator Evaluation Model and the evaluation process shall be delivered at the beginning of each school year. Following the annual communication of the Administrator Evaluation Model and evaluation process, administrators will complete an Acknowledgement of Receipt of the Administrator Evaluation Model.

Signature on Evaluation Documents

Administrators are expected to read and sign all recorded documents that are part of the evaluation model. The signature may be written or electronic. Such signature will mean that the administrator has reviewed the document. Agreement will not be associated with the administrator's signature.

Written Rebuttal or Addendum

Administrators may submit a written rebuttal or addendum within ten (10) working days to any one or all of the documents that require a signature.

Effective Practices

EFFECTIVE PRACTICE (1) Vision for Learning: The administrator uses multiple sources of information and engages key district and community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

- Collaborates with and engages school staff and the community to build commitment to the vision and core values of the district.
- Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
- Effectively uses the vision and core values to support building administrators in developing rigorous and measurable goals for teaching and learning.
- Supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district.
- Models and pursues the district's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
- Ensures that the vision and core values are aligned to district, state, and federal policies.
- Systematically reviews the vision and core values and revises as appropriate.
 - Analyzes varied sources of information about the district's demographics, current practices, and outcomes to inform the vision and core values of the district.

EFFECTIVE PRACTICE (2) Developing Relationships: The administrator develops and supports productive relationships with staff and the community in an effort to support and enhance each student's academic success and well-being.

- Engages in purposeful conversations and other activities throughout the district and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
- Is approachable, accessible, and welcoming to staff and members of the community.
- Employs effective communications strategies, both personal and public, to keep staff and community members informed and to seek their perspectives on issues affecting the district.
 - Seeks a range of diverse perspectives on district issues.
- Works effectively with staff and others to create an environment of respect and understanding within the district.
- Encourages active community participation with the district to support student academic success and well-being.
 - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the district.
 - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance the district.
 - Makes use of the community's cultural, social, and intellectual resources to strengthen the district.
 - Creates strategic partnerships with business, religious, political, and other community leaders to promote the district.

EFFECTIVE PRACTICE (3) Continuous School Improvement: The administrator supports building administrators' efforts to lead a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

- Assists building administrators in systematically collecting and routinely analyzing multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
- Assists building administrators to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
- Aligns professional development efforts with the district strategic plan.
 - Promotes leadership and builds capacity among building administrators, teachers and staff.
- Frequently monitors and analyzes progress on the district strategic plan and makes appropriate adjustments.
 - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.
 - Ensures alignment of district strategic plan with state and federal requirements.
- Uses technology to increase district efficiency and effectiveness.
- Effectively manages the process of change within the district.

EFFECTIVE PRACTICE (4) Instructional Leadership: The administrator supports building administrators to provide leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

- Supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
 - Supports building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
 - Supports building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
- Supports building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
 - Supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation.
 - Supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
 - Supports that instructional practice is intellectually challenging, differentiated, and personalized.
 - Supports employment of assessments that are technically sound and consistent with best practices.

- Holds building administrators and staff accountable for the growth of student achievement across the curriculum.
- Supports building administrators to protect instructional time in order to maximize learning.

EFFECTIVE PRACTICE (5) Staff Leadership: The administrator builds a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading all staff in accord with the school's vision and core values.

- Establishes clear expectations for all staff.
 - Empowers building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
 - Consistently holds staff accountable based on high expectations and professional standards.
- Uses effective personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
 - Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Fosters workplace conditions that promote a professional community emphasizing professional development.
 - Engages in continuous learning and professional growth opportunities.
 - Creates a collaborative team culture that encourages continuous individual growth and leadership development.
 - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
 - Provides effective mentoring opportunities to build staff leadership.
 - Supports an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

EFFECTIVE PRACTICE (6) Systems Management: The administrator manages the organization, operations, and resources of the district to provide a safe, efficient, and effective learning environment for all students and staff.

- Manages and monitors operations and administrative systems that promote the vision and core values of the district.
- Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the district's monetary and nonmonetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity.
- Consistently and effectively monitors the district's sites, facilities, services, and equipment.

- Maintains a relatively extensive amount of data in order to deliver actionable information.
- Effectively identifies and resolves problems and manages conflicts.
- Communicates at a proficient level with community agencies in order to enhance the district.
- Develops district-wide procedures for the effective use of technology within the district.
- Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the district.
- Ensures compliance with local, state, and federal mandates.
- Monitors at the proficient level the impact of school law and regulations on the district.

EFFECTIVE PRACTICE (7) Culture for Learning: The administrator creates a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

- Supports building administrators' efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
 - Supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
 - Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.
 - Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.
- Supports building administrators' efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Supports building administrators' efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
- Recognizes the accomplishments of students and staff.
- Maintains a high level of visibility in the district and community.
- Engages in ongoing assessment of the district climate and culture.
- Supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
 - Supports building administrators' efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
 - Supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

EFFECTIVE PRACTICE (8) Professional Ethics and Advocacy: The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the district.

- Models reflective practice, transparency, and ethical behavior.
 - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
 - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.

- Holds others in the district accountable for adhering to established standards of integrity and ethical behavior.
- Treats others with dignity and respect.
- Protects the established rights, access to equitable resources, and confidentiality of students and staff.
- Strives to make decisions that are just, fair, and equitable.
- Responds professionally to the political, social, economic, legal, and cultural environment in which the district exists.
 - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.

Effective Practice Rubrics

EFFECTIVE PRACTICE 1 – Vision for Learning: The administrator uses multiple sources of information and engages key district and community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.

Sources of evidence are not limited to these examples.

- Evidence of other stakeholders as well as staff knowing the vision
- District vision, core values, and mission statements
- Sources of communication-meeting agendas- newsletter items
- Accreditation or documentation from AdvancEd perceptual survey data (important for many standards)
- Sources of communication
- Evidence of collaborative stakeholder engagement

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 1, Vision for Learning The administrator implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with district and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.	• Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the district. • Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being. • Diligently and effectively uses the vision and core values to support building administrators in developing rigorous and measurable goals for teaching and learning. • Diligently and effectively supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district. • Builds ownership and a sense of efficacy in staff as they work toward goal achievement. • Diligently models and pursues the district’s vision and core values in all aspects of leadership, using the district’s vision as the basis for decision-making. • Ensures the vision and core values are aligned to district, state, and federal policies. • Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the district. - Systematically and comprehensively analyzes varied sources of information about the district’s demographics, current practices, and outcomes to inform the vision and core values of the district.

<u>Proficient</u> Effective Practice 1, Vision for Learning The administrator analyzes multiple sources of data and engages key district and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.	• Collaborates with and engages school staff and the community to build commitment to the vision and core values of the district. • Widely communicates the vision and core values in order to establish high expectations for student performance and well-being. • Effectively uses the vision and core values to support building administrators in developing rigorous and measurable goals for teaching and learning. • Supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the school. • Models and pursues the district’s vision and core values in all aspects of leadership, and uses them as a basis for decision making. • Ensures that the vision and core values are aligned to district, state, and federal policies. • Systematically reviews the vision and core values and revises as appropriate. - Analyzes varied sources of information about the district’s demographics, current practices, and outcomes to inform the vision and core values of the district.
<u>Basic</u> Effective Practice 1, Vision for Learning The administrator conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging district and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	• Collaborates sporadically with members of the school community in order to build commitment to the district’s vision and core values. • Communicates the vision and core values to the district and community on a limited basis. • Ineffectively uses the vision and core values to support building administrators in establishing goals for teaching and learning. • Inconsistently supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district. • Inconsistently models and pursues the district’s vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making. • May not ensure that the vision and core values are aligned to district, state, and federal policies. • Is not systematic in reviewing and revising the vision and core values of the district. - Conducts a limited analysis of information about district demographics, practices and outcomes, in order to develop the district’s vision and core values.

<u>Unsatisfactory</u> Effective Practice 1, Vision for Learning The administrator ineffectively analyzes data, or fails to engage key district and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	• Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the district. • Ineffectively communicates the vision and core values of the district to the staff and community. • Fails to use the vision and core values to support building administrators in establishing goals for teaching and learning. • Fails to support building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district. • Fails to model and pursue the district’s vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making. • Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies. • Haphazardly reviews and revises the vision and core values. - Unilaterally develops the vision and core values or bases them on limited information and perspective.
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EFFECTIVE PRACTICE 2 – Developing Relationships: The administrator develops and supports productive relationships with staff and the community in an effort to support and enhance each student’s academic success and well-being.

Sources of evidence are not limited to these examples.

- Perception surveys
- Artifacts of gaining stakeholder input (formal and informal)
- Communication examples
- District climate survey
- Community Involvement evidence
- Stakeholder Involvement evidence

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 2, Developing Relationships The administrator places a high priority on developing positive and productive relationships with staff and the community in an effort to promote the district vision and support each student’s academic success and wellbeing.	• Engages in purposeful conversations and other activities throughout the district and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. • Is highly approachable, accessible, and welcoming to staff and members of the community. • Employs a wide variety of effective communication strategies, both personal and public, to keep staff and the community informed and to seek their perspectives on issues affecting the district. - Ensures a wide range of diverse perspectives on district issues. • Fosters an environment of respect and understanding within the district and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity. • Encourages active community participation with the district, develops programs and activities that foster such participation, and builds a district and community focus on increasing student academic success and well-being. - Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the district. - Has a deep understanding of the community's culture and how it impacts the district. - Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the district. - Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the district.

<u>Proficient</u> Effective Practice 2, Developing Relationships The administrator develops positive and productive relationships with staff and the community in an effort to promote the district vision and support each student's academic success and well-being.	• Engages in purposeful conversations and other activities throughout the district and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. • Is approachable, accessible, and welcoming to staff and members of the community. • Employs effective communications strategies, both personal and public, to keep staff and community members informed and to seek their perspectives on issues affecting the district. - Seeks a range of diverse perspectives on district issues. • Works effectively with staff and others to create an environment of respect and understanding within the district. • Encourages active community participation with the district to support student academic success and wellbeing. - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the district. - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance the district. - Makes use of the community's cultural, social, and intellectual resources to strengthen the district. - Creates strategic partnerships with business, religious, political, and other community leaders to promote the district.
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Basic**Effective Practice 2, Developing Relationships**

The administrator attempts to develop positive and productive relationships with staff and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the district vision and the potential for supporting student's academic success and well-being is not fully realized.

- Attempts to engage in conversations and other activities throughout the district and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities.
- Is generally approachable, accessible, and welcoming to staff and members of the community.
- Employs some effective personal and public communication strategies and provides information to staff and the community, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives.
- Works at developing an environment of respect and understanding within the district, but efforts are inconsistent or not fully effective.
- Makes some effort to engage the community with the district, but a stronger effort is needed in order to achieve effective results.
 - Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the district.
 - Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective.
 - Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the district.
 - Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the district.

Unsatisfactory**Effective Practice 2, Developing Relationships**

The administrator fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with staff and the community. The administrator fails to build support for the district's vision and core values. The administrator fails to realize the potential for promoting the district vision and supporting student's academic success and well-being.

- Fails to build district and community relationships that support the vision and core values of the district.
- Often fails to be approachable, accessible, and welcoming to staff and members of the community.
- Employs a limited number of personal and public communication strategies, communication is primarily one way, and the administrator does little to seek diverse perspectives.
- Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the district and and community are often negative.
- Only limited efforts are made to engage the community with the district.
 - Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the district.
 - Makes little use of the community's cultural, social, and intellectual resources.
 - Is not particularly aware of the community's culture and makes little effort to increase his/her understanding.
 - Has limited contact with community leaders and makes little effort to build partnerships.

EFFECTIVE PRACTICE 3 – Continuous School Improvement: The administrator supports building administrators’ efforts to lead a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Sources of evidence are not limited to these examples.

- Data analysis processes
- Results of student performance
- Data, instruction, goals, and professional development and action plans all aligned
- Norm and criterion-referenced data, other school and community information
- Copy of strategic plan
- Calendar showing time for teacher collaboration
- Walk-through data
- External review report
- SLO feedback/conversations
- Student achievement data
- External review report
- Evaluation report

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 3, Continuous School Improvement In collaboration with members of the school community, the administrator supports building administrators lead a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school effectiveness.	• Supports building administrators in systematically collecting and routinely analyzing multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other district and community information. • Systematically supports building administrators to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. • Aligns extensive professional development efforts with the district strategic plan, and focuses on changing adult behaviors that lead to higher levels of student learning. - Strategically promotes leadership and builds capacity among building administrators, teachers and staff.

<u>Exemplary (Continued)</u> Effective Practice 3, Continuous School Improvement	• Continuously monitors and analyzes progress on the district strategic plan and makes appropriate adjustments. - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. - Ensures alignment of district strategic plan with state and federal requirements. • Uses technology in innovative ways to increase district efficiency and effectiveness. • Effectively leads the process of change within the district, including managing uncertainty and risk and the politics of change.
<u>Proficient</u> Effective Practice 3, Continuous School Improvement The administrator supports building administrators lead a systematic continuous school improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.	• Supports building administrators in systematically collecting and routinely analyzing multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making. • Supports building administrators to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. • Aligns professional development efforts with the district strategic plan. - Promotes leadership and builds capacity among building administrators, teachers and staff. • Frequently monitors and analyzes progress on the district strategic plan and makes appropriate adjustments. - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. - Ensures alignment of district strategic plan with state and federal requirements. • Uses technology to increase district efficiency and effectiveness. - Effectively manages the process of change within the district.

Basic**Effective Practice 3, Continuous School Improvement**

The administrator supports building administrators lead a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.

- Only supports building administrators minimally in systematically collecting and routinely analyzing multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
- Supports building administrators on a limited basis to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
- Attempts to build the capacity of staff through professional development efforts that align with the district strategic plan.
 - Is less than fully effective in promoting leadership among building administrators, teachers and staff.
- Infrequently monitors and analyzes progress on the district strategic plan, and makes limited appropriate adjustments.
 - Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goalsetting, planning, implementation, and evaluation for continuous school improvement.
 - Aligns the district strategic plan only partially with district, state, and federal requirements.
- Makes some use of technology, which may or may not increase district efficiency and effectiveness.
 - Is less than fully effective in managing the process of change within the district.

<u>Unsatisfactory</u> Effective Practice 3, Continuous School Improvement The administrator is ineffective in supporting building administrators lead a continuous school improvement process.	• Fails to support building administrators in collecting and reviewing student achievement and behavior data to identify improvement efforts and/or inform decision making. • Fails to support building administrators to set goals, develop, implement, and monitor action plans. • Makes little attempt to build the capacity of staff through professional development efforts that align with the district strategic plan. • Is not effective in promoting leadership among building administrators, teachers and staff. • Rarely monitors and analyzes progress on the district strategic plan. - Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement - Fails to align the district strategic plan with district, state, and federal requirements. • Makes little use of technology to increase district efficiency and effectiveness. - Is not effective in managing the process of change within the district.
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EFFECTIVE PRACTICE 4 – Instructional Leadership: The administrator supports building administrators to provide leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student’s academic success and well-being.

Sources of evidence are not limited to these examples.

- Conferences with building administrators
- Common language
- Administrator attendance at PD
- Administrator professional development activities
- Participate in grade level meetings
- Teacher Improvement plan
- Data-loop to teacher PD
- Improvement plans
- Alignment documents
- Board Reports

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 4, Instructional Leadership The administrator provides systematic and collaborative leadership and/or supports building administrators to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.	• Extensively supports building administrators to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs. - Supports building administrators to ensure that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Supports building administrators to coordinate extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. - Encourages efficient use of data to inform instructional decisions to meet the needs of all learners. • Supports building administrators to effectively monitor instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices. - Supports building administrators to ensure systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.

<u>Exemplary (Continued)</u> Effective Practice 4, Instructional Leadership	- Supports building administrators to promote consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Ensures that instructional practice is intellectually challenging, differentiated, and personalized. - Ensures that assessments are technically sound and consistent with best practices. • Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes. • Supports building administrators to prioritize protection of instructional time in order to maximize learning.
<u>Proficient</u> Effective Practice 4, Instructional Leadership The administrator provides leadership and/or supports building administrators to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.	• Supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. - Supports building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Supports building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Supports building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. - Supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation. - Supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Supports that instructional practice is intellectually challenging, differentiated, and personalized. - Supports employment of assessments that are technically sound and consistent with best practices. • Holds building administrators and staff accountable for the growth of student achievement across the curriculum. • Supports building administrators to protect instructional time in order to maximize learning.

<u>Basic</u> Effective Practice 4, Instructional Leadership The administrator provides limited leadership and/or support to building administrators toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.	• Intermittently supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. - Does not consistently support building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Inconsistently supports building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Inconsistently supports building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. - Inconsistently supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation. - Inconsistently supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized. - May not always ensure or support employment of assessments that are technically sound and consistent with best practices. • Only intermittently holds building administrators and staff accountable for the growth of student achievement across the curriculum. • Makes limited efforts to supports building administrators to protect instructional time.
<u>Unsatisfactory</u> Effective Practice 4, Instructional Leadership The administrator fails to provide effective leadership and/or support to building administrators toward the	• Ineffectively supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. - Does not support building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Fails to support building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.

<u>Unsatisfactory (Continued)</u> Effective Practice 4, Instructional Leadership implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.	• Does not support building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. - Rarely supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation. - Rarely supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized. - Fails to ensure or support employment of assessments that are technically sound and consistent with best practices. • Rarely holds building administrators and staff accountable for the growth of student achievement across the curriculum. • Makes little effort to support building administrators to protect instructional time.
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EFFECTIVE PRACTICE 5 – Staff Leadership: The administrator builds a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading all staff in accord with the district’s vision and core values.

Sources of evidence are not limited to these examples.

- Minutes and notes from meetings
- Action Plans
- Teacher evaluations and growth plans
- Staff retention levels
- Mentorship programs
- Professional growth plans

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 5, Staff Leadership The administrator builds a highly effective and engaged professional community within the district and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality staff in accord with the district vision and core values.	• Expectations for all staff are clear and consistent and support the school vision and core values. - Consistently empowers building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Holds each staff member accountable based on high expectations and professional standards. • The district's vision and core values form the basis for effective recruitment, selection, and development of staff. • Participates in activities that encourage the entrance of high-quality candidates into the education profession. - Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. - Uses technology to make personnel practices more effective and to identify exceptional candidates for administrative, teaching and support positions. • Builds exemplary workplace conditions that promote a professional community that emphasizes professional development. • Models continuous learning and professional growth for staff. - Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.

<u>Exemplary (Continued)</u> Effective Practice 5, Staff Leadership	- Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. - Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. • Is sought out by other administrators for guidance and effective models of staff leadership.
<u>Proficient</u> Effective Practice 5, Staff Leadership The administrator develops a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality staff in accord with the district vision and core values.	• Establishes clear expectations for all staff. - Empowers building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Consistently holds staff accountable based on high expectations and professional standards. • Uses effective personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high quality professional and support staff. - Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. • Fosters workplace conditions that promote a professional community emphasizing professional development. - Engages in continuous learning and professional growth opportunities. - Creates a collaborative team culture that encourages continuous individual growth and leadership development. - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. - Provides effective mentoring opportunities to build staff leadership. - Supports an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

<u>Basic</u> Effective Practice 5, Staff Leadership The administrator's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality staff in ways that accord with the district's vision and core values.	• Expectations for staff members may lack clarity. - Does not fully empower or entrust building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Staff is only occasionally held accountable based on high expectations and professional standards. • Is inconsistent or only partially effective in using personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. - Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel. • Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development. - Occasionally engages in continuous learning and professional growth opportunities. - Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed. - Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so. - Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective. - Support for the performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.
<u>Unsatisfactory</u> Effective Practice 5, Staff Leadership The administrator fails to effectively recruit, hire, retain, develop, support and lead high quality staff in ways that accord with the district's vision and core values. The administrator's personnel practices are ineffective.	• Fails to establish clear expectations for all staff members. - Does not empower or entrust building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Does not hold staff accountable based on high expectations and professional standards. • Does not use effective personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. - Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel. • Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development. - Does not engage in continuous learning and professional growth opportunities. - Fails to create a collaborative team culture for professional and support staff members.

<u>Unsatisfactory (Continued)</u> Effective Practice 5, Staff Leadership	- Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. - Does not provide effective mentoring opportunities to build staff leadership. - Support for the performance evaluation system and professional development programs are lacking or ineffective, with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.
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EFFECTIVE PRACTICE 6 – Systems Management: The administrator manages the organization, operations, and resources of the district to provide a safe, efficient, and effective learning environment for all students and staff.

Sources of evidence are not limited to these examples.

- Student /staff/parent community perceptions
- Compliance with Nebraska Department of Education Rules
- Communication artifacts

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 6, Systems Management The administrator has a broad and deep understanding of district management functions and systematically undertakes them. The administrator's highly effective management of the organization, operations, and resources of the district results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the district.	• Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the district. • Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. - Always acts as a highly responsible, ethical, and accountable steward of the district's monetary and non-monetary resources. - Engages in efficient and effective budgeting and accounting practices. - Strategically manages staff resources, assigning staff to roles that optimize their professional capacity. - Works with the larger school community to allocate additional resources to enhance the district's educational program. • Creates effective systems for the ongoing monitoring and improvement of the district's sites, facilities, services, and equipment. - Maintains data in a highly effective manner in order to deliver actionable information. • Collaborates with staff and others to proactively identify and resolve problems and manage conflict. • Develops partnerships with key community individuals and organizations in order to enhance the district. • Develops procedures for the effective use of technology within the district. • Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the district. • Monitors the impact of school law and regulations on the district. • Ensures compliance with local, state and federal mandates.

<u>Proficient</u> Effective Practice 6, Systems Management The administrator ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the district in accordance with the vision and core values of the district.	• Manages and monitors operations and administrative systems that promote the vision and core values of the district. • Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. - Consistently acts as a responsible, ethical, and accountable steward of the district’s monetary and non-monetary resources. - Engages in effective budgeting and accounting practices. - Manages staff resources competently assigning staff to roles that optimize their professional capacity. • Consistently and effectively monitors the district's sites, facilities, services, and equipment. - Maintains a relatively extensive amount of data in order to deliver actionable information. • Effectively identifies and resolves problems and manages conflicts. • Communicates at a proficient level with community agencies in order to enhance the district. • Develops district -wide procedures for the effective use of technology within the district. • Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the district. • Ensures compliance with local, state, and federal mandates. • Monitors at the proficient level the impact of school law and regulations on the district.
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Basic**Effective Practice 6, Systems Management**

The administrator displays a basic understanding of and willingness to carry out district management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the district in accordance with the district vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.

- Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the district.
- Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. The allocation may be inconsistent or less than fully effective.
 - Generally acts as a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources.
 - Engages at a basic level in competent budgeting and accounting practices.
 - Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity.
- Adequately monitors the district's sites, facilities, services, and equipment.
 - Maintains some basic data in order to deliver actionable information.
- Identifies and resolves problems and manages conflicts as a basic level.
- Has some communication with community agencies in order to enhance the district.
- Develops procedures for the use of technology within the district.
- Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the district.
- Ensures basic compliance with local, state, and federal mandates.
- Monitors the impact of school law and regulations on the district, but may not have a full understanding of these issues.

<u>Unsatisfactory</u> Effective Practice 6, Systems Management The administrator's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The administrator ineffectively manages the organization, operations, and resources of the district, resulting in a system that has an unsafe, inefficient, or ineffective learning environment.	• Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the district. • Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. - Only sporadically acts as a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources. - Budgeting and accounting practices are not effectively managed. - Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity. • Fails to effectively monitor the district's sites, facilities, services, and equipment. - Does not maintain basic data designed to deliver actionable information. • Ignores, or leaves unresolved, problems and areas of conflict among staff. • Has very limited communication with community agencies in order to enhance the district. • Fails to develop procedures for the use of technology within the district. • Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the district.
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EFFECTIVE PRACTICE 7 – Culture for Learning: The administrator creates a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Sources of evidence are not limited to these examples.

- Written goals
- SIP and PD data
- Student achievement data
- Report/graphs
- Climate surveys
- Teacher retention rates
- Teacher/staff perception
- Evidence of outreach
- Administrator evidence of impact of Professional Learning Communities
- Climate Survey Action plans

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 7, Culture for Learning The administrator collaborates effectively with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	• Supports building administrators’ efforts to enhance the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. - Supports building administrators to work effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. - Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. - Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. • Supports building administrators’ efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Supports building administrators’ efforts to foster an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. • Recognizes and celebrates the accomplishments of students and staff.

<u>Exemplary (Continued)</u> Effective Practice 7, Culture for Learning	• Maintains a high level of visibility and demonstrates exceptional leadership in the district and community. • Purposefully engages in an ongoing and collaborative assessment of the district climate and culture to ensure the needs of all students are being met. • Supports efforts to build the capacity for staff to promote full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students. - Supports building administrators' efforts to build the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. - Supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.
<u>Proficient</u> Effective Practice 7, Culture for Learning The administrator collaborates with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	• Supports building administrators' efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success. - Supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. - Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them. - Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning. • Supports building administrators' efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Supports building administrators' efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner. • Recognizes the accomplishments of students and staff. • Maintains a high level of visibility in the district and community. • Engages in ongoing assessment of the district climate and culture. • Supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. - Supports building administrators' efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. - Supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

Basic**Effective Practice 7, Culture for Learning**

The administrator collaborates with staff in an attempt to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness.

- Sporadically supports building administrators' efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
 - Sporadically supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
 - May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.
 - Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning.
- Sporadically supports building administrators' efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Sporadically supports building administrators' efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
- Recognition of student and staff achievement is infrequent.
- Maintains only a moderate level of visibility in the district and community.
- Assessment of district climate and culture is not ongoing and few changes are made.
- Sporadically supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
 - Sporadically supports building administrators' efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
 - Sporadically supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

<u>Unsatisfactory</u> Effective Practice 7, Culture for Learning The administrator fails to provide the leadership to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	• Ineffectively supports building administrators’ efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success. - Ineffectively supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. - Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers. - Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning. • Ineffectively supports building administrators’ efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Ineffectively supports building administrators’ efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner. • Recognition of student and staff achievement is rare. • Is rarely visible in the district and community. • Makes little effort to assess and modify the district climate and culture. • Ineffectively supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. - Ineffectively supports building administrators’ efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. - Ineffectively supports building administrators’ efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.
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EFFECTIVE PRACTICE 8 – Professional Ethics and Advocacy: The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the district.

Sources of evidence are not limited to these examples.

- Perception Surveys
- Observations
- Survey results
- Communication
- District culture surveys
- Climate surveys

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<u>Exemplary</u> Effective Practice 8, Professional Ethics and Advocacy The administrator models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the administrator is a strong advocate for policies of equity and excellence in support of the vision and core values of the district.	• Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. - Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Models and holds others in the district accountable for adhering to high standards of integrity and ethical behavior. • Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. • Protects and advocates for the established rights and confidentiality of students and staff. • Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. • Positively influences the political, social, economic, legal, and cultural environment in which the district exists. - Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the district.

<u>Proficient</u> Effective Practice 8, Professional Ethics and Advocacy The administrator consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the district.	• Models reflective practice, transparency, and ethical behavior. - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Holds others in the district accountable for adhering to established standards of integrity and ethical behavior. • Treats others with dignity and respect. • Protects the established rights, access to equitable resources, and confidentiality of students and staff. • Strives to make decisions that are just, fair, and equitable. • Responds professionally to the political, social, economic, legal, and cultural environment in which the district exists. - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.
<u>Basic</u> Effective Practice 8, Professional Ethics and Advocacy The administrator usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.	• Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent. - Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Does not always hold others in the district accountable for demonstrating integrity and ethical behavior. • Generally treats others with dignity and respect, but may demonstrate some inconsistency. • May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources. • May not always take into account others' perspectives of what is just, fair, and equitable in decision-making. • May recognize the political, social, economic, legal, and cultural environment in which the district exists, but may not respond effectively to it. - Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.

<u>Unsatisfactory</u> Effective Practice 8, Professional Ethics and Advocacy The administrator does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.	• Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards. - May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Fails to effectively hold others in the district accountable for adhering to established standards of integrity and ethical behavior. • Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable. • Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff. • Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making. • Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the district exists. - Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.
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Evaluation Forms

Acknowledgment of Receipt of the Administrator Evaluation Model

Administrator Goal Setting Form

Administrator Self-Evaluation Form

Administrator Evaluation Form

All forms for the Kearney Public Schools Administrator Evaluation Model are completed on-line through the TalentEd Perform on-line evaluation system.