



NCSA

**Nebraska Council of
School Administrators**

Superintendent Standards and Evaluation Process 2017

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Introduction

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

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

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

Input from across Nebraska and from state and local resources created a foundation for the ***NCSA Superintendent Standards and Evaluation Process***. Job descriptions, standards, policies, and evaluation instruments currently used in Nebraska school districts served as a critical resource for the development of the standards and evaluation process. The ***NCSA Superintendent Standards and Evaluation Process*** was cross-referenced to the Nebraska Department of Education Title 92 Chapter 10 (Rule 10) Regulations and Procedures for the Accreditation of Schools. Finally, the ***NCSA Superintendent Standards and Evaluation Process*** was validated through a state-wide review process including: the NCSA board, Nebraska superintendents, ESU administrators, school attorneys, superintendent search firms, and other key stakeholders. For more information, see **Section IV: References**.

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

Section I — NCSA Superintendent Standards

Section II — NCSA Superintendent Evaluation Process

Section III — Resources

Section IV — References

Section I *NCSA Superintendent Standards*

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

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

The NCSA Superintendent Standards are organized as follows:

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

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

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

There are three parts to Section I NCSA Superintendent Standards:

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

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

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

Part 1 Standards

1. Shared Vision and Strategic Direction

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

2. Board, Policy, and the Education System

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

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. Personnel Leadership

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

7. Systems Leadership and Management

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

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

9. Leadership, Conduct, and Professional Growth

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

Part 2 Standards and Indicators

1. Shared Vision and Strategic Direction

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

Indicators

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.

2. Board, Policy, and the Education System

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

Indicators

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

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators

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

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators

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

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
5. Monitors and supports the implementation of research-based, instructional practices.

6. Personnel Leadership

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

Indicators

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

7. Systems Leadership and Management

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

Indicators

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

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

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

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

Part 3 Standards, Indicators, and Evidence

1. Shared Vision and Strategic Direction

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

Indicators

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - ***Evidence:*** *Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - ***Evidence:*** *Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - ***Evidence:*** *Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - ***Evidence:*** *Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - ***Evidence:*** *Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - ***Evidence:*** *Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

2. Board, Policy, and the Education System

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

Indicators

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

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about the district, schools, students, needs, challenges and accomplishments.
 - **Evidence:** *Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - **Evidence:** *Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.
 - **Evidence:** *Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - **Evidence:** *Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers.*
 - **Evidence:** *Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*
 - **Evidence:** *Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*
 - **Evidence:** *School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.*

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - ***Evidence:*** Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - ***Evidence:*** Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - ***Evidence:*** Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and decisions based on multiple data sources.
 - ***Evidence:*** Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - ***Evidence:*** Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - ***Evidence:*** Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - **Evidence:** *District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - **Evidence:** *District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - **Evidence:** *Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - **Evidence:** *District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*
5. Monitors and supports the implementation of research-based instructional practices.
 - **Evidence:** *Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

6. Personnel Leadership

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

Indicators

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

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

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

7. Systems Leadership and Management

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

Indicators

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

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

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

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

Section II NCSA Superintendent Evaluation System

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

Process Guidelines

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

Evaluation Documents:

Superintendent Evaluation Instrument
Superintendent Performance Targets
Superintendent Evaluation Summary

Evaluation Definitions:

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

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

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

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

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

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

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

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

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

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

Superintendent Evaluation Instrument

1. Shared Vision and Strategic Direction

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

Indicators

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.

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

Comments on rating and/or evidence: [Click here to enter text.](#)

2. Board, Policy, and the Education System

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

Indicators

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

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

Comments on rating and/or evidence: [Click here to enter text.](#)

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
2. Maintains a presence in the district/school community to understand its strengths and needs.
3. Understands and is engaged with community needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

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

Comments on rating and/or evidence: [Click here to enter text.](#)

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators

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

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of innovation or continuous improvement ➤ Little or no evidence of student information guiding decision-making ➤ Little or no evidence of use of quality indicators to guide district planning or practice
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of continuous improvement and innovation ➤ Student information is used to guide decision-making ➤ Some quality indicators/accreditation standards guide district planning and practice
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process ➤ Information on student progress and achievement is used for planning and decision-making ➤ Alignment between district and state quality indicators for accreditation and accountability
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation ➤ Comprehensive and current information on student progress and achievement is available and utilized in decision-making ➤ Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

Comments on rating and/or evidence: [Click here to enter text.](#)

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
5. Monitors and supports the implementation of research-based, instructional practices.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of high expectations of student achievement ➤ Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input ➤ Little or no evidence of consistency or continual improvement of instructional practices
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of high expectations of student achievement ➤ Written curriculum is evident in most subject areas ➤ Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community ➤ Instructional practices have some consistency and some on-going improvement
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ High expectations are clearly and consistently communicated and monitored ➤ Written curriculum is developed, monitored, and adjusted ➤ Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community ➤ Instructional process and practices are consistent with ongoing improvement
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Data-driven high expectations of student achievement and monitoring of progress ➤ Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted ➤ Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input ➤ Continual improvement of Instructional processes is monitored and enhanced with best practices

Comments on rating and/or evidence: [Click here to enter text.](#)

6. Personnel Leadership

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

Indicators

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

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

Comments on rating and/or evidence: [Click here to enter text.](#)

7. Systems Leadership and Management

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

Indicators

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

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

Comments on rating and/or evidence: [Click here to enter text.](#)

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

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

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

Comments on rating and/or evidence: [Click here to enter text.](#)

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

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

Comments on rating and/or evidence: [Click here to enter text.](#)

Superintendent Performance Targets

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

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Summary Comments/Recommendations Click here to enter text.

Superintendent Evaluation Summary

1. Shared Vision and Strategic Direction

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
--	---

2. Board, Policy, and the Education System

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
--	---

3. Collaboration with Families and Community

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
--	---

4. Continuous Improvement and Accountability

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

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

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
--	---

7. Systems Leadership and Management

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

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

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

Board President Signature

Date [Click here to enter a date.](#)

Superintendent Signature

Date [Click here to enter a date.](#)

Section III *Resources*

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

Contents

Recommended Evaluation Timelines for New or Returning Superintendents

Sample Policies/Practices

Standards and Evaluation Checklist

Improvement Plan

Evidence and Artifacts

Recommended Timeline

The following is a suggested timeline for the superintendent evaluation process. Timelines differ for a superintendent returning to a district and a new superintendent to a district.

Returning Superintendent

May-July

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

August-October

- Superintendent provides regular updates on progress toward performance targets.
- Superintendent provides updates, evidence, and artifacts aligned to the ***NCSA Superintendent Standards***.

November-December

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

New Superintendent (Year 1 or Contract)

July-August

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

August-October

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

November-December

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

January-February

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

Policy or Practice Examples

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

Sample Policy/Practice #1- Administration/Superintendent of Schools

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

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

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

An option is to insert into district policy or practice the ***NCSA Superintendent Standards and Indicators*** found in Section I of this document.

Sample Policy/Practice #2- Administration/Evaluation of the Superintendent

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

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

Standards and Evaluation Checklist

Standards

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

Evaluation system

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

Administration/Superintendent Contract

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

Improvement Plan

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

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

Evidence and Artifacts

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

Section IV *References*

External Review and Validation

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

Mike Apple
Ogallala Public Schools

Dr. Greg Barnes
Seward Public Schools

Tim DeWaard
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Hastings Public Schools

Dr. Troy Loeffelholz
Columbus Public Schools

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Educational Service Unit Coordinating Council

Dr. Damon McDonald
Aurora Public Schools

Kyle McGowan
Crete Public Schools

Rex Pfeil
Blair Community Schools

Dr. Mike Sieh
Stanton Community Schools

Dr. Mike Teahon
Gothenburg Public Schools

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Educational Service Unit #1

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Perry, Guthery, Haase & Gessford

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Perry, Guthery, Haase & Gessford

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Bobby Truhe
KSB School Law

Dr. Roy Baker
Baker & Rastovski School Services

Ed Rastovski
Baker & Rastovski School Services

Alan Harms
Nebraska Rural Community Schools Association

James Havelka
Nebraska Rural Community Schools Association

Dr. Jon Habben
Nebraska Rural Community Schools Association

Nebraska School Resources

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

Columbus Public Schools

Crete Public Schools

Palmyra District OR-1

Doniphan-Trumbull Public Schools

Educational Service Unit #1

Educational Service Unit #7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School District #160

Scottsbluff Public Schools

Seward Public Schools

Stanton Community Schools

Twin Rivers Public Schools

School District #145 - Waverly

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