



Nebraska Council
of School Administrators

**Business Administrator Standards
& Evaluation Process 2017**

These materials may be reproduced and
used by NCSA members without the express
prior written permission of NCSA.

Table of Contents

Introduction	1
Section I NCSA Administrator Standards	3
Part 1 Standards	4
Part 2 Standards and Indicators	5
Part 3 Standards, Indicators, and Evidence	10
Section II NCSA Administrator Evaluation System	19
Process Guidelines	19
Definitions	19
Administrator Evaluation Instrument	21
Section III Resources	33
Recommended Evaluation Timelines	33
Standards and Evaluation Checklist	34
Improvement Plan	34
Evidence and Artifacts	34
Section IV References	35

Introduction

In 2015, the Nebraska Council of School Administrators (NCSA) initiated the development of the **NCSA Superintendent Standards and Evaluation Process** to bring clarity and consistency to the performance expectations and evaluation of superintendents across Nebraska. NCSA, with input from members, determined it was time to establish superintendent standards and an evaluation process as a part of the state-wide focus on accountability and continuous improvement of Nebraska schools. In 2016, NCSA decided to expand on the work of standards and evaluation by developing **NCSA Administrative Standards and Evaluation Process** guides for administrators serving in a variety of administrative roles. The role of all administrators is critical to the success of the education system. This process is designed to guide the conversation between the superintendent and district administrators in a collaborative approach for performance improvement of the administrator and the education system.

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

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

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

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

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

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

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

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

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

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

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

Section I—NCSA Business Administrator Standards

Section II—NCSA Business Administrator Evaluation Process

Section III—Resources

Section IV—References

Section I NCSA Business Administrator Standards

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

It is important that there be standards, indicators, and evidence designed specifically for the unique role of the business administrator. The business administrator provides financial and business leadership within the organization. In this critical role, it is the responsibility of the business administrator to see that all key financial and business elements in the system come together to ensure success for the organization. These standards serve as a roadmap to communicate to all key stakeholders the important elements that frame the success of the business administrator and, ultimately, the students.

The NCSA Business Administrators 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 Business Administrator Standards:

Part 1 Standards View: This includes a listing of the business administrator standards.

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

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

Part 1 Standards

1. Shared Vision and Strategic Direction

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

2. Board, Policy, and the Education System

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

3. Collaboration with Families and Community

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

4. Continuous Improvement and Accountability

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

5. Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. Personnel Leadership

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

7. Systems Leadership and Management

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

8. Equity, Climate, and Culture

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

9. Leadership, Conduct, and Professional Growth

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

Part 2 Standards and Indicators

1. Shared Vision and Strategic Direction

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

Indicators

1. Develops and implements financial planning and business processes that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student learning and success.
2. Provides leadership to ensure that finances, resources, and business processes support the current and future needs of the district and school community.
3. Engages the superintendent, board, and stakeholders within the district and school community in understanding the financial commitment necessary for implementing the district's shared vision, the strategic direction, and goals.

2. Board, Policy, and the Education System

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

Indicators

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

3. Collaboration with Families and Community

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

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district finances and business processes.
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 administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators

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

5. Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the allocation of resources to support a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
2. Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
3. Ensures district/school curriculum and programs have the financial resources to provide learning experiences and opportunities that lead all students to success at the next level.

6. Personnel Leadership

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

Indicators

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

7. Systems Leadership and Management

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

Indicators

1. Ensures business processes, timelines, and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
3. Uses a systems approach that optimizes the use of personnel, equipment, 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 regarding utilization of effective business processes, and the use of physical, personnel, and financial resources.

8. Equity, Climate, and Culture

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

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
2. Ensures financial and business processes 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 administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

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

Part 3 Standards, Indicators, and Evidence

1. Shared Vision and Strategic Direction

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

Indicators

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

2. Provides leadership to ensure that finances, resources, and business processes support the current and future needs of the district and school community.
 - ***Evidence:*** *Documentation of financial planning and budgetary development support the current and future needs of the district and school community.*

3. Engages the superintendent, board, and stakeholders within the district and school community in understanding the financial commitment necessary for implementing the district's shared vision, the strategic direction, and goals.
 - ***Evidence:*** *Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, and goals with the district budget and financial needs.*
 - ***Evidence:*** *Community engagement processes are in place to ensure broad stakeholder input in budget planning and development.*

2. Board, Policy, and the Education System

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

Indicators

1. Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all financial aspects of the district.
 - ***Evidence:*** *Board agendas and communication keep the superintendent and board members informed on all financial aspects of the district.*
 - ***Evidence:*** *Processes are in place to solicit input from community and the board on budget planning, development, and approval.*
2. Proactively responds to district needs and policy priorities.
 - ***Evidence:*** *Board agendas, reports, and communication are used to inform the superintendent, board and community on district financial needs and financial policy priorities.*
3. Provides leadership in the development, implementation and review of fiscal and business policies, procedures, and practices.
 - ***Evidence:*** *Board fiscal policies, procedures, and practices are current, aligned with state and local policy, and keep the district in compliance with state and federal financial regulations.*
4. Stays current on, responds to, and advocates for state or federal fiscal policies, as needed to support the district's shared vision, strategic direction, and goals.
 - ***Evidence:*** *Reports to superintendent, staff and board, reflect up-to-date information on state or federal financial policy, as needed.*
5. Proactively and collaboratively works to influence local, district, state, and national policies impacting school finance.
 - ***Evidence:*** *Superintendent reports, 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 school finance.*

3. Collaboration with Families and Community

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

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district finances and business processes.
 - ***Evidence:*** *Newsletters, newspaper articles, web articles, and other digital and social media incorporate school finance and business information.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - ***Evidence:*** *Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.
 - ***Evidence:*** *Community surveys, data on community needs, and community engagement activities incorporate school finance information and needs.*
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - ***Evidence:*** *Financial reports, presentations, and updates reflect collaboration within the organization.*
 - ***Evidence:*** *All business and financial aspects of strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*

4. Continuous Improvement and Accountability

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

Indicators

1. Systematically reviews, anticipates, and analyzes emerging financial and business trends and innovative strategies to continually improve all elements of the system.
 - ***Evidence:*** *Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
2. Aligns budgetary and financial information with student achievement, and school(s) and district effectiveness.
 - ***Evidence:*** *Robust, comprehensive, and strategic improvement plans for the district and each school are aligned with comprehensive and current financial information.*
3. Makes informed recommendations to the superintendent and board and decisions are based on evidence and multiple data sources.
 - ***Evidence:*** *Multiple data sources are used and clearly explained in reports and recommendations.*
4. Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
 - ***Evidence:*** *School or district reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*
5. Aligns district processes with state and national indicators of quality, compliance, and accountability.
 - ***Evidence:*** *Board reports provide information on school and district accountability and compliance (NDE Rules 1, 2, 3, 8, 9, 10, 46, 51, 86, 87, 89, 91, and 92); and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
6. Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.
 - ***Evidence:*** *Board policies and procedures define a system of financial accountability, and reports or presentations keep the board and community informed about district and school accountability.*

5. Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the allocation of resources to support a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
 - ***Evidence:*** *Financial resources are allocated to support approved district curriculum and programs.*

2. Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
 - ***Evidence:*** *District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*

3. Ensures district/school curriculum and programs have the financial resources to provide learning experiences and opportunities that lead all students to success at the next level.
 - ***Evidence:*** *Reports, presentations, and student achievement data reflect that financial and business processes are in place to ensure programs, and opportunities lead all students to success at the next level.*

6. Personnel Leadership

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

Indicators

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

2. Provides financial and business leadership to support human resource systems and processes that address:
 - i. recruitment, hiring, and induction;
 - ii. evaluation and retention; and
 - iii. short-term and long-term planning reflective of personnel needs.
 - **Evidence:** *Reports, presentations, and personnel data reflect district fiscal policies and procedures are in place and consistently used to support recruitment, hiring and induction needs in the district.*
 - **Evidence:** *Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*
 - **Evidence:** *Financial short-term and long-term planning supports the immediate and future personnel needs of the district.*

3. Creates a comprehensive system of professional learning for financial and business personnel.
 - **Evidence:** *District financial and business policies, procedures, and practices support professional learning.*
 - **Evidence:** *School improvement plans provide justification for professional learning investments for improving student achievement.*
 - **Evidence:** *The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

7. Systems Leadership and Management

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

Indicators

1. Ensures business processes, timelines, and systems are in place for budgeting and financial planning.
 - ***Evidence:*** *Superintendent and board reports on budget and financial status demonstrate district policies, procedures, and practices align 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, personnel, and financial resources of the district.
 - ***Evidence:*** *Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
3. Uses a systems approach that optimizes the use of personnel, equipment, facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
 - ***Evidence:*** *Short-term and long-term plans for personnel needs related to equipment, facilities and transportation are available and routinely updated.*
 - ***Evidence:*** *Equipment, facilities, grounds and vehicles are well-maintained, clean, updated, safe, and secure.*
 - ***Evidence:*** *Schools and classrooms are inviting, engaging and student-centered.*
4. Identifies and resolves issues, manages conflicts, and builds consensus regarding utilization of effective business processes, and the use of physical, personnel, and financial resources.
 - ***Evidence:*** *District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of financial and operational issues and resolution of such issues.*

8. Equity, Climate, and Culture

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

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
 - ***Evidence:*** *Models and reinforces district practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. Ensures financial and business processes support the academic, physical, social, and emotional growth of all students.
 - ***Evidence:*** *District financial and business policies, procedures, and practices 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:*** *When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

Section II NCSA Business Administrator Evaluation System

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

Process Guidelines

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

Evaluation Documents:

Business Administrator Evaluation Instrument

Business Administrator Performance Targets

Business Administrator Evaluation Summary

Evaluation Definitions:

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

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

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

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

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

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

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

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

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

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

Business Administrator Evaluation Instrument

1. Shared Vision and Strategic Direction

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

Indicators

1. Develops and implements financial planning and business processes that support the district’s shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student learning and success.
2. Provides leadership to ensure that finances, resources, and business processes support the current and future needs of the district and school community.
3. Engages the superintendent, board, and stakeholders within the district and school community in understanding the financial commitment necessary for implementing the district’s shared vision, the strategic direction, and goals.

<input type="checkbox"/>	<p><i>Needs Improvement</i></p> <ul style="list-style-type: none"> ➤ <i>Alignment with shared vision and strategic direction are not documented</i> ➤ <i>No evidence finances, resources or business processes support current and future needs</i> ➤ <i>Stakeholders have no or limited engagement in the vision/direction of district finances or resources</i>
<input type="checkbox"/>	<p><i>Developing</i></p> <ul style="list-style-type: none"> ➤ <i>Alignment with vision or direction is documented</i> ➤ <i>Some evidence finances, resources or business processes support current and future needs</i> ➤ <i>Some evidence of stakeholder engagement in the vision/direction of district finances or resources</i>
<input type="checkbox"/>	<p><i>Effective</i></p> <ul style="list-style-type: none"> ➤ <i>Vision and direction are aligned and used to guide finances, resources and business processes</i> ➤ <i>Evidence finances, resources and business processes support current and future needs</i> ➤ <i>Evidence of engagement with stakeholders in development and implementation of vision/direction of district finances and resources</i>
<input type="checkbox"/>	<p><i>Highly Effective</i></p> <ul style="list-style-type: none"> ➤ <i>Vision and direction are aligned and include measurable outcomes tied to district finances and resources</i> ➤ <i>Evidence that district financial information is accessible to the public and are aligned with current and future needs of the district and school community</i> ➤ <i>Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction relative to district and school finances and resources</i>

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

3. Collaboration with Families and Community

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

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about district finances and business processes.
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, superintendent, 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 organizations</i>

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

4. Continuous Improvement and Accountability

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

Indicators

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

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

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

5. Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the allocation of resources to support a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
2. Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
3. Ensures district/school curriculum and programs have the financial resources to provide learning experiences and opportunities that lead all students to success at the next level.

<input type="checkbox"/>	<i>Needs Improvement</i> <ul style="list-style-type: none">➤ <i>Little or no evidence of allocation of resources to support high expectations of student achievement</i>➤ <i>Little or no evidence of support for a data-informed approach or effective results</i>➤ <i>Little or no evidence of district/school curriculum or programs have the financial resources for student success</i>
<input type="checkbox"/>	<i>Developing</i> <ul style="list-style-type: none">➤ <i>Some evidence of allocation of resources to support high expectations of student achievement</i>➤ <i>Some evidence of support for a data-informed approach or effective results</i>➤ <i>Some evidence of district/school curriculum or programs have the financial resources for student success</i>
<input type="checkbox"/>	<i>Effective</i> <ul style="list-style-type: none">➤ <i>Evidence and documentation demonstrates an allocation of resources to support high expectations of student achievement</i>➤ <i>Evidence and documentation demonstrates support for a data-informed approach or effective results</i>➤ <i>Evidence and documentation demonstrates district/school curriculum or programs have the financial resources for student success</i>
<input type="checkbox"/>	<i>Highly Effective</i> <ul style="list-style-type: none">➤ <i>Evidence, documentation, internal and external communication demonstrates an allocation of resources to support high expectations of student achievement</i>➤ <i>Evidence, documentation, internal and external communication demonstrates support for a data-informed approach or effective results</i>➤ <i>Evidence, documentation, internal and external communication demonstrates district/school curriculum or programs have the financial resources for student success</i>

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

6. Personnel Leadership

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

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the district’s shared vision, strategic direction, and goals.
2. Provides financial and business leadership to support human resource systems and processes that address:
 - i. recruitment, hiring, and induction;
 - ii. evaluation and retention; and
 - iii. short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional learning for financial and business 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 financial or business leadership to support human resource systems or processes</i> ➤ <i>Little or no evidence of modeling life-long 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 financial or business leadership to support human resource systems or processes</i> ➤ <i>Some evidence of participation in life-long 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>Financial support for human resources systems or processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> ➤ <i>Evidence of on-going modeling of life-long 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>Financial and business processes are in place, reviewed and monitored to support of human resources systems and processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff</i> ➤ <i>Models life-long 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 administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators

1. Ensures business processes, timelines, and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
3. Uses a systems approach that optimizes the use of personnel, equipment, 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 regarding utilization of effective business processes, and the use of physical, personnel, and financial resources.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Business and financial processes are out-of-date and not clearly linked to student learning and success</i> ➤ <i>Facilities and equipment 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 and financial processes are in place and using current best practices but not clearly linked to student learning and success</i> ➤ <i>Some evidence of facility and equipment planning</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 and financial 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 and financial processes, timelines, and systems 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>

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

8. Equity, Climate, and Culture

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

Indicators

1. Co-creates a school system in which shared vision on equity and equitable practices are the norm.
2. Ensures financial and business processes 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"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little or no evidence of a shared vision on equity or equitable practices</i> ➤ <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ➤ <i>Little or no evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Some evidence of shared vision on equity and equitable practices</i> ➤ <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> ➤ <i>Some evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Shared vision on equity and equitable practices is 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"/>	<p>Highly Effective</p> <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 administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

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

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

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

Administrator Performance Targets

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

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Performance Target: Click here to enter text.

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

Comments: Click here to enter text.

Summary Comments/Recommendations Click here to enter text.

Administrator Evaluation Summary

1. Shared Vision and Strategic Direction

<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.
--	---

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.
--	---

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.
--	---

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.
--	---

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.
--	---

- Meets Expectations; Recommend Contract Renewal***
- Improvement Plan attached; Recommend Contract Renewal***
- Does Not Meet Expectations; Do Not Recommend Contract Renewal***

Superintendent's Signature

Administrator's Signature

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

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

Section III Resources

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

Contents

***Recommended Evaluation Timeline
Standards and Evaluation Checklist
Improvement Plan
Evidence and Artifacts***

Recommended Timeline

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

May-July

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

August-December

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

January-March

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

Standards and Evaluation Checklist

Standards

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

Evaluation system

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

Improvement Plan

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

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

Evidence and Artifacts

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

Section IV References

External Review and Validation

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

Mike Apple
Ogallala Public Schools

Dr. Greg Barnes
Seward Public Schools

Tim DeWaard
Centennial Public School

Craig Kautz
Hastings Public Schools

Dr. Troy Loeffelholz
Columbus Public Schools

David Ludwig
Educational Service Unit Coordinating Council

Dr. Damon McDonald
Aurora Public Schools

Kyle McGowan
Crete Public Schools

Rex Pfeil
Blair Community Schools

Dr. Mike Sieh
Stanton Community Schools

Dr. Mike Teahon
Gothenburg Public Schools

Dr. Bob Uhing
Educational Service Unit #1

Greg Perry
Perry, Guthery, Haase & Gessford

Rex Schultze
Perry, Guthery, Haase & Gessford

Karen Haase
KSB School Law

Bobby Truhe
KSB School Law

Dr. Roy Baker
Baker & Rastovski School Services

Ed Rastovski
Baker & Rastovski School Services

Alan Harms
Nebraska Rural Community Schools Association

James Havelka
Nebraska Rural Community Schools Association

Dr. Jon Habben
Nebraska Rural Community Schools Association

NCSA Administrator Standards & Evaluation Process

Brad Dahl
Fremont Public Schools

Dr. Chad Dumas
Hastings Public Schools

Ellen Stokebrand
Educational Service Unit #4

Dr. John Skretta
Norris School District #160

Nebraska School Resources

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

Columbus Public Schools

Crete Public Schools

Palmyra District OR-1

Doniphan-Trumbull Public Schools

Educational Service Unit #1

Educational Service Unit #7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School District #160

Scottsbluff Public Schools

Seward Public Schools

Stanton Community Schools

Twin Rivers Public Schools

School District #145 - Waverly

References

- Advanced ED. (2011) Standards for Quality. Alpharetta, GA: Author. Retrieved from <http://www.advanc-ed.org/sites/default/files/documents/SystemsStndsNolevels.pdf>
- Council of Chief State School Officers. (2008, June). Educational leadership policy standards: ISLLC 2008, as adopted by the National Policy Board for Educational Administration members. Washington D.C. Author.
- Delaware Department of Education. (2015). Administrator appraisal process Delaware performance appraisal system (DPASII). Dover, DE: Author. Retrieved from http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/377/2015_DPAS_II_Guide_for_District_Administrators.pdf
- DiPaola, M.F. (2010) *Evaluating the Superintendent. A white paper from American Association of School Administrators*. Retrieved from http://www.aasa.org/uploadedFiles/Resources/AASA_White_Paper_on_Superintendent_Evaluation.pdf
- ECRA. (2010) Literature Review Effective Superintendents. Rosemont, IL: Author. Retrieved from <http://resources.aasa.org/ConferenceDaily/handouts2011/3000-1.pdf>
- Education Writers Association. (2003). *Special Report. Effective Superintendents, Effective Boards, Finding the Right Fit*. Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Pages/Effective-Superintendents-Effective-Boards-Finding-the-Right-Fit.aspx>
- Fullan, M. Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Thousand Oaks, CA: Ontario Principals' Council and Corwin.
- Illinois Association of School Boards. (2014). Illinois Superintendent Process. Springfield, IL: Author.
Retrieved from <https://www.iasb.com/training/superintendent-evaluation-process.pdf>
- Iowa Association of School Boards, School Administrators of Iowa and The Wallace Foundation. (2008). *Superintendent leadership performance review: A systems approach*. Des Moines, IA: Authors. Retrieved from <http://www.sai-iowa.org/Leadership/Standards%20and%20Evaluation/SuperintendentEvaluationform.pdf>
- Jenkins, Lee. (2008). *From Systems Thinking to Systemic Action: 48 Key Questions to Guide the Journey*. Lanham, MD: Rowman & Littlefield Publishers in partnership with American Association of School Administrators.
- Kansas State Department of Education. (2016) Kansas Education Evaluation Protocol (KEEP). Topeka, KS: Author. Retrieved from <http://www.ksde.org/Portals/0/TLA/Educator%20Eval/Training%20Archives/KSEdEvalsHdbk%20-%202016-2017.pdf>

- Kentucky Association of School Administrators. (2012). Kentucky NxG Superintendent Effectiveness Standards. Louisville, KY: Author. Sanctioned by the Kentucky Department of Education. Retrieved from http://education.ky.gov/CommOfEd/web/Documents/NxGNSLS_Standards_Effectiveness_V2_120512.pdf
- Learning Forward. (2013) Standards into practice: School system roles. Innovation. Configuration maps for Standards for Professional Learning. Oxford, OH: Author.
- Missouri Department of Elementary and Secondary Education. (2007). Missouri Educator Evaluation System. Jefferson City, MO: Author. Retrieved from <http://dese.mo.gov/sites/default/files/00-SuptEvaluation-CompleteDoc.pdf>
- National Policy Board for Educational Administration. (2015). Professional Standards for Educational Leadership. Reston, VA: Author. Retrieved from <http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>
- Nebraska Department of Education. (2015) Title 92 Chapter 10 (Rule 10) Regulations and Procedures for the Accreditation of Schools. Lincoln, NE: Author.
- Nebraska Department of Education. (2011). Teacher Principal Performance Frameworks. Lincoln, NE: Author. Retrieved from <https://www.education.ne.gov/documents/TeacherPrincipalPerformanceFramework11-11.pdf>
- New York State Council of School Superintendents. (2014). The Council's Superintendent Model Evaluation. Albany, NY: Author. Retrieved from <http://www.nyscoss.org/img/uploads/Legal/Superintendent%20Evaluation%20Final.pdf>
- North Carolina Department of Education. (2007). North Carolina Standards for Superintendents. Raleigh, NC: Author. Retrieved from <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/superintendent-standards.pdf>
- Seashore-Louis, K., Leithwood, K., Wahlstrom, K., Anderson, S. (2010). Learning from Leadership Project. *Investigating the Links to Improve Student Learning*. University of Minnesota. University of Toronto. Commissioned by Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>
- Waters, T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: what 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.