



**Nebraska Council**  
of School Administrators

## **Curriculum Administrator Standards & Evaluation Process | 2017**

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## **Introduction**

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

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

***Business 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 Curriculum Administrator Standards***

***Section II—NCSA Curriculum Administrator Evaluation Process***

***Section III—Resources***

***Section IV—References***

## ***Section I NCSA Curriculum Administrator Standards***

The NCSA Curriculum 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 curriculum administrator, they have been used in numerous states as the foundation for all administrative standards. The NCSA Curriculum Administrator Standards were developed using the NESA 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 curriculum administrator. The curriculum administrator provides the leadership for the organization. In this critical role, it is the responsibility of the curriculum administrator to see that all key elements in the system come together to ensure success for the organization and the recipients of the services (students) are successful. These standards serve as a roadmap to communicate to all key stakeholders the important elements that frame the success of the curriculum administrator and, ultimately, the students.

### ***The NCSA Curriculum Administrator Standards are organized as follows:***

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

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

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

### ***There are three parts to Section I NCSA Curriculum Administrator Standards:***

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

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

**Part 3 Standards, Indicators, and Evidence View:** This includes the curriculum 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 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 curriculum, instruction, and assessment processes that support the district's shared vision, strategic direction; and, guides the district into ensuring high expectations for student learning and success.
2. Provides leadership to ensure curriculum, instruction, and assessment processes support the current and future needs of the district and school community.
3. Engages the board, superintendent, and stakeholders within the district and school community in understanding the curriculum, instruction, and assessment process needs for implementing the district's shared vision, 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 and engaged on all aspects of curriculum, instruction, and assessment.
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the development, implementation, and monitoring of policies, procedures and best practices in curriculum, instruction, and assessment.
4. Stays current on, responds to, and advocates for state or federal policies, as needed to support the district's shared vision, strategic direction, and goals.
5. Collaboratively works to influence local, district, state, and national policies impacting student learning.

### **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. Provides meaningful and timely communication with families and stakeholders in the community regarding curriculum, instruction, and assessment needs, challenges, and accomplishments.
2. Engages students, parents and stakeholders in the development, implementation and improvement of curriculum, instruction, and assessment.
3. Maintains a presence in the district/school community to understand its strengths and needs.
4. Understands and is engaged with community needs, priorities, and resources.
5. 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 curriculum, instruction, or assessment trends, and innovative strategies to continually improve all elements of the system.
2. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
3. Makes informed recommendations to the superintendent and decisions are based on evidence and multiple data sources.
4. Engages families and communities on student needs, successes, and challenges on a regular basis.
5. Aligns district curriculum, instruction, and assessment processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
6. Demonstrates responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.



## **5. Teaching and Learning**

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

### ***Indicators***

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment 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 learning and success that is accomplished by a data-informed approach that produces effective results.
3. Ensures district/school curriculum, instruction, and assessment processes and programs are research-based and innovative.
4. Provides learning experiences and opportunities that lead all students to success at the next level.
5. Engages stakeholders in the development and review of curriculum, instruction, and assessment processes and programs; and, ensures curricular and programmatic expectations are available for review.
6. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
7. Ensures a balanced approach to assessment.
8. Builds capacity of teachers and principals to develop and implement curriculum and instruction with fidelity.

## **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 have the capacity to achieve the district's shared vision, strategic direction, and goals.
2. Implements human resource systems and processes that support the curriculum, instruction, and assessment needs of the district.
3. Creates a comprehensive system of professional learning for all personnel directly involved with teaching and 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 and financial planning processes, and timelines are in place to support and adopt curriculum, instruction, and assessment.
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 facilities and equipment for instructional purposes, while maintaining a focus on clean, updated, functioning, safe, and secure facilities and equipment.
4. Identifies and resolves issues, manages conflicts, and builds consensus about 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. Develops curriculum, instruction, and assessment 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 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 curriculum, instruction, and assessment processes that support the district's shared vision, strategic direction; and, guides the district into ensuring high expectations for student learning and success.
  - ***Evidence:*** *Documentation of curriculum, instruction and assessment processes are aligned with the district's shared vision, strategic direction, and goals which ensure high expectations of student learning and success.*
  
2. Provides leadership to ensure curriculum, instruction, and assessment processes support the current and future needs of the district and school community.
  - ***Evidence:*** *Documentation of curriculum, instruction, and assessment processes support the current and future needs of the district and school community.*
  
3. Engages the board, superintendent, and stakeholders within the district and school community in understanding the curriculum, instruction, and assessment process needs for implementing the district's shared vision, strategic direction, and goals.
  - ***Evidence:*** *Presentations, updates, and parent communication, illustrate the relationship between the district's shared vision, strategic direction, goals and curriculum, instruction, and assessment.*
  - ***Evidence:*** *Community engagement meetings and surveys solicit input and feedback on curriculum, instruction, and assessment from diverse stakeholders and constituents.*

## **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 and engaged on all aspects of curriculum, instruction, and assessment.
  - ***Evidence:*** *Board agendas and board communication keep the superintendent and board members informed on all aspects of curriculum, instruction, and assessment in the district.*
  - ***Evidence:*** *Processes are in place to solicit input from community and the board on curriculum, instruction, and assessment.*
2. Proactively responds to district needs and policy priorities.
  - ***Evidence:*** *Board agendas, reports, and communication are used to inform the superintendent, board, and community members on district curriculum, instruction, and assessment needs and policy priorities.*
3. Provides leadership in the development, implementation, and monitoring of policies, procedures and best practices in curriculum, instruction, and assessment.
  - ***Evidence:*** *Board policies, procedures and practices on curriculum, instruction, and assessment 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 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 curriculum, instruction, and assessment policy, as needed.*
5. Collaboratively works to influence local, district, state, and national policies impacting student learning.
  - ***Evidence:*** *Superintendent reports, communication, and professional learning show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact curriculum, instruction, and assessment.*

### **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. Provides meaningful and timely communication with families and stakeholders in the community regarding curriculum, instruction, and assessment needs, challenges, and accomplishments.
  - ***Evidence:*** *Newsletters, newspaper articles, web articles, and other digital and social media, incorporate curriculum, instruction, and assessment.*
2. Engages students, parents and stakeholders in the development, implementation and improvement of curriculum, instruction, and assessment.
  - ***Evidence:*** *Development and implementation of activities related to curriculum, instruction, and assessment includes input from students, parents and community.*
3. 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 relative to curriculum, instruction, and assessment.*
4. Understands and is engaged with community needs, priorities, and resources.
  - ***Evidence:*** *Community surveys, data on community needs, and community engagement activities incorporate curriculum, instruction, and assessment information and needs.*
5. Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.
  - ***Evidence:*** *Curriculum, instruction and assessment reports, presentations, and updates reflect collaboration within the organization.*
  - ***Evidence:*** *Curriculum, instruction, and assessment activities, and professional learning reinforce collaboration between administrators and teachers.*
  - ***Evidence:*** *Curriculum 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 include a focus on curriculum, instruction, and assessment and involve collaboration between administrators, teachers, families, and the community.*

- **Evidence:** School climate surveys include input on curriculum, instruction, and assessment from students, teachers, parents, and the community, and results are shared internally and externally.

#### **4. Continuous Improvement and Accountability**

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

##### ***Indicators***

1. Systematically reviews, anticipates, and analyzes emerging curriculum, instruction, or assessment trends, and innovative strategies to continually improve all elements of the system.
  - **Evidence:** Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.
2. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
  - **Evidence:** Robust, comprehensive and strategic improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and strategies linked to curriculum, instruction, and assessment needs and practices in the district.
3. Makes informed recommendations to the superintendent and decisions that are based on evidence and multiple data sources.
  - **Evidence:** Multiple data sources and evidence are used and clearly explained in reports and recommendations.
4. Engages families and communities on student needs, successes, and challenges on a regular basis.
  - **Evidence:** School or district reports routinely provide information regarding curriculum, instruction and assessment activities designed to inform or engage the family and community on student needs, successes, and challenges.
5. Aligns district curriculum, instruction, and assessment processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
  - **Evidence:** Board and superintendent reports provide information on school and district accountability and accreditation (NDE Rule 2, 3, 6, 10, 11, 21, 24, 25, 46, 47, and 59); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

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

## **5. Teaching and Learning**

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

### ***Indicators***

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and that the result is culturally responsive and embodies high expectations.
  - **Evidence:** *District curricular and instructional program expectations have been superintendent and/or board approved, and are available for review.*
  - **Evidence:** *Information on general instructional practices or an instructional framework is available for review.*
  - **Evidence:** *District assessment and grading practices are superintendent and/or board approved, and available for review.*
2. Communicates high expectations for student learning and success 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, instruction, and assessment processes and programs are research based and innovative.
  - **Evidence:** *Superintendent reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using evidence-based and innovative practices.*
4. Provide learning experiences and opportunities that lead all students to success at the next level.
  - **Evidence:** *Curriculum, instruction, and assessment procedures and programs are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*



5. Engages stakeholders in the development and review of curriculum, instruction, and assessment processes and programs; and, ensures curricular and programmatic expectations are available for review.
  - **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.*
6. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
  - **Evidence:** *Superintendent reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*
7. Ensures a balanced approach to assessment.
  - **Evidence:** *Formative and summative assessment is aligned and periodically reviewed and shared with board, superintendent, students, and parents.*
  - **Evidence:** *Best practices are in place to minimize the amount of instructional time utilized for assessment.*
8. Builds capacity of teachers and principals to develop and implement curriculum and instruction with fidelity.
  - **Evidence:** *Processes are in place to ensure curriculum is meeting learner needs in the 21<sup>st</sup> century.*
  - **Evidence:** *Processes are in place to ensure consistent implementation of curriculum and instructional practices across grade levels and schools*

## 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 have the capacity to achieve the district's shared vision, strategic direction, and goals.
  - **Evidence:** *Reports and presentations on curriculum, instruction, assessment, and professional learning training align with the district's shared vision, strategic direction, and goals.*
  - **Evidence:** *Curriculum development and assessment processes and timelines are available and communicated to the superintendent, board, and the community.*
  
2. Implements human resource systems and processes that support the curriculum, instruction, and assessment needs of the district.
  - **Evidence:** *Recruitment and hiring practices support the curriculum, instruction, and assessment needs of the district.*
  - **Evidence:** *Evidence-based evaluation processes support the curriculum, instruction and assessment needs of the district.*
  - **Evidence:** *Personnel decisions are prioritized and deployed to ensure educational opportunities are maximized for all students.*
  
3. Creates a comprehensive system of professional learning for all personnel directly involved with teaching and learning.
  - **Evidence:** *District policies, procedures and practice define professional learning expectations for all personnel directly involved with curriculum, instruction, and assessment.*
  - **Evidence:** *School improvement plans delineate professional learning expectations and needs for improving student achievement and success.*
  - **Evidence:** *The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to life-long learning.*
  - **Evidence:** *Formal processes for mentoring and coaching are in place to support teaching and 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 and financial planning processes, and timelines are in place to support and adopt curriculum, instruction, and assessment.
  - **Evidence:** *Superintendent and board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective support for curriculum, instruction, and assessment.*
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 facilities and equipment for instructional purposes, while maintaining a focus on clean, updated, functioning, safe, and secure facilities and equipment.
  - **Evidence:** *Short-term and long-term plans for facilities and equipment reflect instructional needs.*
  - **Evidence:** *Facilities and equipment are 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 about the use of physical, personnel, and financial resources.
  - **Evidence:** *District policies, procedures, and practices define processes for handling conflict, and routine communication keeps superintendent informed of financial and operational issues and the resolution of such issues.*

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

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

### ***Indicators***

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

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

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

### ***Indicators***

1. Leads with enthusiasm, fairness, dignity, and respect.
  - ***Evidence:*** *When communicating with the superintendent, board, staff, students, parents, and the community, the curriculum administrator conveys fairness, dignity, and respect with enthusiasm and positivity.*
2. Ensures consistent implementation of policy and practice.
  - ***Evidence:*** *District policies and procedures guide the decision-making process to be just, fair, and equitable.*
  - ***Evidence:*** *When communicating with the superintendent, board, staff, students, parents, and the community, the curriculum 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 curriculum 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 curriculum 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 Special Education Administrator Evaluation System***

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

### **Process Guidelines**

- The superintendent shall confer with the curriculum administrator regarding the evaluation process and the curriculum 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:**

Curriculum Administrator Evaluation Instrument  
Curriculum Administrator Performance Targets  
Curriculum 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.**

# Curriculum 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 curriculum, instruction, and assessment processes that support the district’s shared vision, strategic direction; and, guides the district into ensuring high expectations for student learning and success.
2. Provides leadership to ensure curriculum, instruction, and assessment processes support the current and future needs of the district and school community.
3. Engages the board, superintendent, and stakeholders within the district and school community in understanding the curriculum, instruction, and assessment process needs for implementing the district’s shared vision, strategic direction, and goals.

<input type="checkbox"/>	<p><b><i>Needs Improvement</i></b></p> <ul style="list-style-type: none"> <li>➤ <i>Alignment with shared vision and strategic direction are not documented</i></li> <li>➤ <i>No evidence of curriculum and instructional processes in place or aligned with current and future needs</i></li> <li>➤ <i>Stakeholders have no or limited engagement in the vision/direction for curriculum, instruction, and assessment</i></li> </ul>
<input type="checkbox"/>	<p><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>➤ <i>Alignment with vision or direction is documented</i></li> <li>➤ <i>Some evidence curriculum and instructional processes in place and aligned with current and future needs</i></li> <li>➤ <i>Some evidence of stakeholder engagement in the vision/direction for curriculum, instruction, and assessment</i></li> </ul>
<input type="checkbox"/>	<p><b><i>Effective</i></b></p> <ul style="list-style-type: none"> <li>➤ <i>Vision and direction are aligned and used to guide curriculum, instruction, and assessment</i></li> <li>➤ <i>Evidence curriculum and instructional processes are in place and aligned with current and future needs</i></li> <li>➤ <i>Evidence of engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment</i></li> </ul>
<input type="checkbox"/>	<p><b><i>Highly Effective</i></b></p> <ul style="list-style-type: none"> <li>➤ <i>Vision and direction are aligned and include measurable outcomes tied to curriculum, instruction and assessment</i></li> <li>➤ <i>Evidence that curriculum and instructional processes are accessible to the public and are clearly aligned with current and future needs</i></li> <li>➤ <i>Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment</i></li> </ul>

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



## 2. Board, Policy, and the Education System

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

### **Indicators**

1. Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed and engaged on all aspects of curriculum, instruction, and assessment.
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the development, implementation, and monitoring of policies, procedures and best practices in curriculum, instruction, and assessment.
4. Stays current on, responds to, and advocates for state or federal policies, as needed to support the district’s shared vision, strategic direction, and goals.
5. Collaboratively works to influence local, district, state, and national policies impacting student learning.

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

**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. Provides meaningful and timely communication with families and stakeholders in the community regarding curriculum, instruction, and assessment needs, challenges, and accomplishments.
2. Engages students, parents and stakeholders in the development, implementation and improvement of curriculum, instruction, and assessment.
3. Maintains a presence in the district/school community to understand its strengths and needs.
4. Understands and is engaged with community needs, priorities, and resources.
5. Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.

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

**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 curriculum, instruction, or assessment trends, and innovative strategies to continually improve all elements of the system.
2. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
3. Makes informed recommendations to the superintendent and decisions are based on evidence and multiple data sources.
4. Engages families and communities on student needs, successes, and challenges on a regular basis.
5. Aligns district curriculum, instruction, and assessment processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
6. Demonstrates responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.

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

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

## 5. Teaching and Learning

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

### *Indicators*

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment 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 learning and success that is accomplished by a data-informed approach that produces effective results.
3. Ensures district/school curriculum, instruction, and assessment processes and programs are research-based and innovative.
4. Provides learning experiences and opportunities that lead all students to success at the next level.
5. Engages stakeholders in the development and review of curriculum, instruction, and assessment processes and programs; and, ensures curricular and programmatic expectations are available for review.
6. Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
7. Ensures a balanced approach to assessment.
8. Builds capacity of teachers and principals to develop and implement curriculum and instruction with fidelity.

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

**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 have the capacity to achieve the district’s shared vision, strategic direction, and goals.
2. Implements human resource systems and processes that support the curriculum, instruction, and assessment needs of the district.
3. Creates a comprehensive system of professional learning for all personnel directly involved with teaching and learning.

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

**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 and financial planning processes, and timelines are in place to support and adopt curriculum, instruction, and assessment.
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 facilities and equipment for instructional purposes, while maintaining a focus on clean, updated, functioning, safe, and secure facilities and equipment.
4. Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources.

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

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

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

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

**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: <a href="#">Click here to enter text.</a>
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### **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: <a href="#">Click here to enter text.</a>
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### **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: <a href="#">Click here to enter text.</a>
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### **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: <a href="#">Click here to enter text.</a>
--	---

### **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: <a href="#">Click here to enter text.</a>
--	---

### **6. Personnel Leadership**

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

- 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 Timelines  
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 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

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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

Dr. Bob Uhing  
Educational Service Unit #1

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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**

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Fremont Public Schools

Dr. Chad Dumas  
Hastings Public Schools

Ellen Stokebrand  
Educational Service Unit #4

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Norris School District #160

## **Nebraska School Resources**

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

Columbus Public Schools

Crete Public Schools

Palmyra District OR-1

Doniphan-Trumbull Public Schools

Educational Service Unit #1

Educational Service Unit #7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School District #160

Scottsbluff Public Schools

Seward Public Schools

Stanton Community Schools

Twin Rivers Public School

School District 145 - Waverly

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