

Board of Education Planning Retreat

Wednesday, July 24, 2019 7:00 PM

Gothenburg Public Schools Discovery Center
(Greenhouse Classroom)
1322 Avenue I
Gothenburg, Nebraska 69138

Agenda

1. Call to Order & Pledge of Allegiance

Rationale:

The mission of Gothenburg Public Schools is to prepare all students within a positive and innovative learning environment.

A copy of the open meetings law is posted on the wall of the Board Room and is available to the public.

2. Approve the Agenda

Rationale:

The Board reserves the right to rearrange the order of items as needed.

3. Recognition of Visitors

3.1. Public Participation

Rationale:

Opportunity for Public Expression:

- This item serves as the time entitled for public forum during which patrons may address the Board on matters of general concern per **Board Policy 8346, Opportunity for Public Expression**. (A copy of the policy is available.)
- Patrons will be allowed five (5) minutes to express their view. Board of Education Members will refrain from expressing personal opinions during the Public Forum unless asked a direct question by a patron recognized by the Board President as having the floor. The board imposed time limit may be extended by a majority vote of the Board. The board may limit collective comments on a particular topic when necessary. The Board may not take action on matters discussed in the Public Forum unless the item appears on the prepared agenda.
- All concerns and complaints should go through the chain of command beginning with the teacher/sponsor and then to the building administrator/program supervisor and finally to the Superintendent. If the initiating party is not satisfied with the response of the

Superintendent, said party may address a written appeal to the Board of Education through the Secretary of the Board.

As a meeting of the Gothenburg Board of Education is a meeting held in public and not a public meeting, visitors should refrain from comments unless recognized by the chair.

4. Discussion Items

4.1. Superintendent Evaluation

Rationale: According to Nebraska state statute and Gothenburg board policy No. 2110 the Superintendent shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation instrument to be used in the evaluation of the Superintendent shall be in the form established by the Board of Education from time to time.

4.2. 2019-2020 Superintendent Goals

Rationale: Annual goals shall be set and communicated by the Board of Education for the Superintendent of Schools.

4.3. Gothenburg Public Schools Strategic Plan

Rationale: Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

5. Action Items

5.1. 2019-2020 Superintendent Evaluation Instrument

6. Next Meeting

Rationale: The next Gothenburg Board of Education meeting will be held on Monday, August 12th at noon in the Discovery Center.

TBD-Budget Retreat sometime after August 20th.

7. Adjournment

Internal Board Policies - Methods of OperationAgenda Construction and Control

- A. Written meeting agendas will be prepared by the Superintendent of Schools in corroboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.
- B. Control of the agenda is the responsibility of the Board President.
- C. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting.
- D. An agenda, kept continuously current, shall be readily available for public inspection at the office of the Superintendent of School of the Gothenburg School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered.

Legal Reference: § 84-1411

Date of Adoption: November 13, 2006

Internal Board Policies - Methods of OperationProcedures During Meetings

In the absence of the President and the Vice President of the Board of Education at any meeting, the Board shall choose a President pro tempore. In the absence of the Secretary at any meeting, the Board shall also choose a Secretary pro tempore.

Any action taken on a question or a motion duly moved and seconded shall be by roll call vote of the Board in open session, and the record shall state how each member voted, or if the member was absent or abstained.

The vote to elect the leadership of the Board of Education at the reorganization meeting shall be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

Legal Reference: §79-569
 §79-520
 §84-1413

Date of Adoption: April 14, 2008

Bylaws of the Board - MeetingsRegular Meetings

The Board shall meet in regular session on the second Monday of each calendar month, unless otherwise designated by the president with the approval of the Board. All meetings shall be held in the boardroom at the Gothenburg Schools unless otherwise designated by the president with the approval of the Board. In each odd-numbered year, the January meeting will be held on or after the first Thursday after the first Tuesday.

Legal Reference: §79-554 §79-555 §84-1401

Special Meetings

A special meeting of the Board may be called by the president when in his opinion it is necessary, or upon recommendation of the Superintendent of Schools, or any two (2) Board members. No business shall be transacted at any special meeting, which does not come within the purpose, or purposes set forth in the call for the meeting unless it is of an emergency nature. Special Board sessions may be adjourned to a definite date and time.

Legal Reference: §79-520 §79-554 §79-555 §84-1401

Advance Delivery of Meeting Materials

The Board shall require the Superintendent to prepare an agenda which, with the minutes, shall be mailed or delivered to the Board members on Friday or prior to each regular monthly Board meeting.

Items not placed on the regular agenda may be tabled until the regular meeting on the following month to provide the Board adequate time to research the item in question. All citizens in the district boundary are permitted to place an item on the agenda. Those persons outside the district may place an item on the agenda by permission of the President of the Board or the Superintendent of Schools.

Order of Business

The following shall be the order of business for the regular meetings. The order of business may be changed by consent of all members present.

Meeting call to order, Pledge of Allegiance, Approval/Changes to Agenda, Recognition of Visitors, Business Items (Consent Agenda, Action Items, Policy Review, and Reports), Discussion Items, Time/Date of Next Meeting, Adjournment.

Parliamentary Procedure

The rules of parliamentary procedures as embodied in Robert's Rules of Order shall govern the school Board in its deliberation when the issue in question is not covered by these policies and bylaws.

Minutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved. The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours.

Legal Reference: §79-577 §79-555 §§ 84-1408-1414

Voting

Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the Board in open session, and the record shall state how each member voted, or if the member was absent or not voting. The requirement of a roll call or viva voce vote may be satisfied by used of an electronic voting device, which allows the yeas and nays of each member of the board to be readily seen by the public.

Date of Adoption: May 12, 2008

Date of Revision: August 8, 2016

Internal Board Policies - Methods of OperationOpportunity for Public Expression

The Board of Education as a representative body, recognizes the importance of the public's viewpoint relative to the direction of the educational programs in Gothenburg Public Schools. Therefore, the following guidelines have been established for patrons to efficiently and effectively give expression to their suggestions, concerns, and grievances:

- A. Public Forum - Each Board meeting shall have on its agenda a specific time entitled Public Forum, during which patrons may address the Board on matters of general concern. Patrons wishing to address the Board during the Public Forum will be allowed five (5) minutes to express their view. Board of Education members will refrain from expressing personal opinions during the Public Forum unless asked a direct question by a patron recognized by the Board President as having the floor. The Board imposed time limit may be extended by a majority vote of the Board following a request to do so. Board action may not be taken on matters discussed during the Public Forum unless the matter specifically appears on the prepared agenda. In the discretion of the Board President, the Public Forum may be omitted or bypassed at some, but not all, meetings of the Board of Education.
- B. Concerns and Complaints - Board action shall not be taken regarding a concern or complaint unless the following procedure has been followed:
 - Step 1. All Complaints concerning a particular school situation shall be submitted to the Principal of the building. They should be submitted in writing when practical. If the party involved is other than an individual, then the organization or persons represented shall be identified. If the problem involves other than an individual building, then the matter shall be directed to the Superintendent.
 - Step 2. Should the matter not be resolved to the satisfaction of the parties involved, they may appeal to the Superintendent.
 - Step 3. If the initiating party is not satisfied with the response of the Superintendent, said party may address a written appeal to the Board of Education through the Secretary of the Board.
- C. Speak to Agenda Item - Patrons or visitors who desire to have an item placed on the monthly Board meeting agenda and speak on that item should make their wishes known to the Superintendent prior to the distribution of the meeting agenda. Upon receipt of a request to be heard the Superintendent may, in the discretion of the Superintendent, place the item on the agenda. The Board President shall then allow the patron or visitors to address the Board at the appropriate time. The length of this presentation will be determined at the discretion of the Board President. Persons who wish to speak to an agenda item will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Legal Reference: §84-1412

Date of Adoption: July 14, 2008



Superintendent Evaluation Governance Standards – Numerical

The performance evaluation is an effective tool to ensure the superintendent will meet the school board's expectations. Fundamental fairness demands that the superintendent understand the expectations and receive feedback regarding how he/she is performing.

NASB recommends the board follow policy and a best practice course of action to ensure an effective evaluation experience. The following list provides the board with a step-by-step checklist:

- **All board members** will participate in the evaluation process
- The board will execute the evaluation process utilizing the following documents: the board adopted evaluation instrument, the superintendent job description, the superintendent contract; and, superintendent/district performance goals
- The board will periodically review and **adopt a job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties
- The board will adopt a **timeline** for conducting the superintendent evaluation
- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president
- The board president will distribute the superintendent's self-evaluation, blank evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results
- The board president will **contact the board attorney** for advice regarding the proper method of executing the evaluation during a scheduled meeting of the board

***Note:** It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to prevent the board the risk of violating the Nebraska Open Meetings Act. The Association strongly advises the board president to contact the school attorney to ascertain his/her position in regards to evaluation of the superintendent.*

- If the board determines pursuant to legal advice to conduct the evaluation in executive session, consider the following guidelines:
 1. Dismiss the superintendent from the closed session to discuss the summary of the evaluation
 2. Ask the superintendent to join the board in closed session and collaboratively review the evaluation with him/her
 3. Identify areas of improvement, goals for the superintendent /district with supporting performance indicators and a timeline for progress reports and/or deadlines
- If the board carries out the evaluation process during a regular meeting of the board in **open session**, each board member should participate in the discussion providing their perspective of the positive qualities the superintendent has exhibited during the past year and any areas of growth or improvement the superintendent might address

Governance Standard 1: Vision, Mission, Goals

The superintendent will keep the District vision, mission, and goals at the forefront of decision making and planning.

Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
1.1 Ensure that the Board is knowledgeable about the district’s School Improvement goals and is informed regularly about the progress being made by the School Improvement team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Collaborate with the Board to establish and sustain long and short term operational and achievement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Provide data and leadership to the board to ensure the identification and adoption of board and district goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Oversee the planning and evaluation of curriculum and instruction to ensure student achievement meets the outcome goals established by the board and administrative leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Report to the school board the status of goals established to meet the district vision and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 2: Development and Growth

The superintendent will consistently educate the Board of Education and encourage board professional development.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
2.1 Assist the board to meet or exceed the minimum board development expectations defined by NASB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Inform and educate the board regarding current trends and developments in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Prepare reports on: <ul style="list-style-type: none"> a. Progress made and identified areas requiring further action plans to accomplish the districts vision/philosophy/goals b. Areas of growth and improvement in the district c. Opportunities and anticipated challenges identified in the district d. Educational leadership challenges in the district 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Participate in professional activities to enhance knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 3: Operations

The superintendent will ensure the district's operations are effectively carried out.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
3.1 Operate through adopted policies/procedures/operational protocol and school law while administering district affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Follow the job description and contract provisions while administering the superintendent roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 4: Policy

The superintendent will carry out policy and encourage policy development and implementation by the Board of Education.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
4.1 Inform the board about State/Federal laws and rules and regulations enforced by the Department of Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Implement a systematic review of policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4.3 Seek administrator and appropriate stakeholder input when designing new policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Implement and follow board-adopted policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 5: Board Meeting

The superintendent will meet established requirements in preparing for and conducting board meetings.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
5.1 Post all meetings by the board conducted in accordance with the Nebraska Open Meetings Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Follow the adopted policies on planning and conducting board meetings to include agenda development, Annual Board Calendar, public input, and reporting minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Provide written reports on action plans, status of adopted district goals, superintendent performance goals update, student achievement, and superintendent board reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 6: Staff Oversight

The superintendent will act as chief executive officer to the Board of Education in personnel management.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
6.1 Communicate board beliefs/ vision/mission to school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Provide leadership as chief executive officer and act as general supervisor of all school system/district employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Recommend all personnel actions to the board including the employment, assignment, and dismissal of personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Implement evaluation processes to ensure a fair, equitable, and effective evaluation of all personnel in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Review, make recommendations to update and maintain adopted job descriptions for staff as required by law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 7: Financial Oversight

The superintendent will provide sound financial planning and management in assisting the Board of Education to support student achievement and district operations.

Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
7.1 Coordinate with the board in developing the proposed budget, conducting timely and appropriate budget work sessions to allow board input and direction in the design of the district budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Develop the proposed budget following adopted budget policies that outline the budget development process and timelines to meet state and local requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Once the budget is approved, implement and administer the budget utilizing sound business and fiscal practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4 Administer the approved budget within board established spending levels and recommend budget amendments when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5 Maintain accountability and a systematic method to ensure proper expenditures and authority is sustained in all financial operations of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7.6 Prepare monthly financial reports on the status of the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7 Maintain the district's financial records and cooperate with auditors annually to audit financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Governance Standard 8: Communications

The superintendent manage and oversee district communications with board, staff, and community relationships.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
8.1 Demonstrate respect and cooperation in professional relationships with the board and individual board members, staff and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Recognize and protect the chain of command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Work with the board to develop and implement a process that encourages and seeks the input of staff at all levels in decision-making on significant issues when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8.4 Develop a process to seek input from citizens on matters relating to the school district and communicate with the community	□	□	□	□	□	
8.5 Implement the adopted board policies on media communications	□	□	□	□	□	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Superintendent Signature)

(Date)

(Board President Signature)

(Date)

(Sample) Superintendent Performance Plan

Standard	Goal Statement	Performance Indicator(s)	Timeline	Reviewed
Vision, Mission, Goals	Review the vision, mission and goals of the district	Schedule a board/administrator retreat to plan the review and update of the vision, mission and goals	June (year)	
Development and Growth				
Operations				
Board Meeting				
Staff	Ensure all staff evaluations are completed as per policy		April (year)	
Financial				
Communications				
Policy				



NCSA

**Nebraska Council of
School Administrators**

Superintendent Standards and Evaluation Process 2017

Table of Contents

Introduction	1
Section I NCSA Superintendent Standards	2
Part 1 Standards.....	3
Part 2 Standards and Indicators.....	4
Part 3 Standards, Indicators, and Evidence	8
Section II NCSA Superintendent Evaluation System	17
Process Guidelines	17
Definitions	18
Superintendent Evaluation Instrument.....	19
Section III Resources	31
Recommended Evaluation Timelines	32
Sample Policies/Practices.....	34
Standards and Evaluation Checklist.....	36
Improvement Plan	37
Evidence and Artifacts.....	37
Section IV References	38

Introduction

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

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

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

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

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

Section I — NCSA Superintendent Standards

Section II — NCSA Superintendent Evaluation Process

Section III — Resources

Section IV — References

Section I *NCSA Superintendent Standards*

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

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

The NCSA Superintendent Standards are organized as follows:

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

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

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

There are three parts to Section I NCSA Superintendent Standards:

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

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

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

Part 1 Standards

1. Shared Vision and Strategic Direction

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

2. Board, Policy, and the Education System

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

3. Collaboration with Families and Community

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

4. Continuous Improvement and Accountability

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

5. Teaching and Learning

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

6. Personnel Leadership

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

7. Systems Leadership and Management

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

8. Equity, Climate, and Culture

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

9. Leadership, Conduct, and Professional Growth

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

Part 2 Standards and Indicators

1. Shared Vision and Strategic Direction

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

Indicators

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

2. Board, Policy, and the Education System

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

Indicators

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

3. Collaboration with Families and Community

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

Indicators

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

4. Continuous Improvement and Accountability

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

Indicators

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

5. Teaching and Learning

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

Indicators

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

6. Personnel Leadership

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

Indicators

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

7. Systems Leadership and Management

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

Indicators

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

8. Equity, Climate, and Culture

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

Indicators

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

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

Part 3 Standards, Indicators, and Evidence

1. Shared Vision and Strategic Direction

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

Indicators

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

2. Board, Policy, and the Education System

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

Indicators

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

3. Collaboration with Families and Community

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

Indicators

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

4. Continuous Improvement and Accountability

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

Indicators

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

5. Teaching and Learning

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

Indicators

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

6. Personnel Leadership

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

Indicators

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

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

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

7. Systems Leadership and Management

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

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - ***Evidence:*** *Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - ***Evidence:*** *Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.*

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
 - ***Evidence:*** *Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure.*
 - ***Evidence:*** *Facilities, grounds and vehicles are well-maintained, clean and safe.*
 - ***Evidence:*** *Schools and classrooms are inviting, engaging and student-centered.*

4. Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical and financial resources throughout the district.
 - ***Evidence:*** *District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.*

8. Equity, Climate, and Culture

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

Indicators

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

9. Leadership, Conduct, and Professional Growth

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

Indicators

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

Section II NCSA Superintendent Evaluation System

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

Process Guidelines

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

Evaluation Documents:

Superintendent Evaluation Instrument
Superintendent Performance Targets
Superintendent Evaluation Summary

Evaluation Definitions:

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

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

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

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

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

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

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

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

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

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

Superintendent Evaluation Instrument

1. Shared Vision and Strategic Direction

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

Indicators

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

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

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

2. Board, Policy, and the Education System

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

Indicators

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

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

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

3. Collaboration with Families and Community

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

Indicators

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

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

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

4. Continuous Improvement and Accountability

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

Indicators

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

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

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

5. Teaching and Learning

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

Indicators

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

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

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

6. Personnel Leadership

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

Indicators

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

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

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

7. Systems Leadership and Management

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

Indicators

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

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

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

8. Equity, Climate, and Culture

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

Indicators

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

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little of no evidence of a shared vision on equity or equitable practices</i> ➤ <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ➤ <i>Little or no evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	<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 superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

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

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

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

Superintendent Performance Targets

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

<p>Performance Target: Click here to enter text.</p> <p>Measure of Success or Evidence: Click here to enter text.</p> <p>Comments: Click here to enter text.</p>

<p>Performance Target: Click here to enter text.</p> <p>Measure of Success or Evidence: Click here to enter text.</p> <p>Comments: Click here to enter text.</p>

<p>Performance Target: Click here to enter text.</p> <p>Measure of Success or Evidence: Click here to enter text.</p> <p>Comments: Click here to enter text.</p>

<p>Summary Comments/Recommendations Click here to enter text.</p>
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Superintendent Evaluation Summary

1. Shared Vision and Strategic Direction

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

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

7. Systems Leadership and Management

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

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

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

Board President Signature

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

Superintendent Signature

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

Section III *Resources*

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

Contents

Recommended Evaluation Timelines for New or Returning Superintendents

Sample Policies/Practices

Standards and Evaluation Checklist

Improvement Plan

Evidence and Artifacts

Recommended Timeline

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

Returning Superintendent

May-July

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

August-October

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

November-December

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

New Superintendent (Year 1 or Contract)

July-August

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

August-October

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

November-December

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

January-February

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

Policy or Practice Examples

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

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

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

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

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

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

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

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

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

Standards and Evaluation Checklist

Standards

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

Evaluation system

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

Administration/Superintendent Contract

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

Improvement Plan

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

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

Evidence and Artifacts

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

Section IV *References*

External Review and Validation

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

Mike Apple
Ogallala Public Schools

Dr. Greg Barnes
Seward Public Schools

Tim DeWaard
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

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Baker & Rastovski School Services

Ed Rastovski
Baker & Rastovski School Services

Alan Harms
Nebraska Rural Community Schools Association

James Havelka
Nebraska Rural Community Schools Association

Dr. Jon Habben
Nebraska Rural Community Schools Association

Nebraska School Resources

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

Columbus Public Schools

Crete Public Schools

Palmyra District OR-1

Doniphan-Trumbull Public Schools

Educational Service Unit #1

Educational Service Unit #7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School District #160

Scottsbluff Public Schools

Seward Public Schools

Stanton Community Schools

Twin Rivers Public Schools

School District #145 - Waverly

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**GOTHENBURG PUBLIC SCHOOLS
DISTRICT 20**

**Superintendent Performance Assessment / Evaluation
2019 – 2020**

The superintendent evaluation is designed to ensure the superintendent is successful in meeting the expectations of the school board, provides the board with a sound basis for rewarding satisfactory performance or for taking corrective action in the event of unsatisfactory performance; and generates the best possible performance from both the school board and superintendent.

The emphasis of this Performance Assessment / Evaluation is future-oriented and always on improvement. The standards included in this instrument will provide a clear idea of what is evaluated and ensures growth of the district.

Performance Standards include:

Board / Superintendent Relations
Communications and Community Relations
Staff Relations
Educational Development
Financial Management
Facilities Management
Values and Ethics of Leadership

Standard 1: Board / Superintendent Relations

- 1.1 Informs and advises the Board about the programs, practices, and problems of the school, and keeps the Board informed of activities under the Board's authority.
- 1.2 Offers professional advice to the Board on items requiring Board actions, with appropriate recommendations based on thorough study and analysis.
- 1.3 Administers the policies, either personally or by assuring the implementation of policies and regulations through delegation to appropriate staff.
- 1.4 Has a harmonious working relationship with the Board.
- 1.5 Accepts his/her responsibility for maintaining liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board as well as the Board and staff.
- 1.6 Is responsive to questions and concerns expressed by members of the Board.
- 1.7 Collaborates with the Board to establish and sustain long- and short-term operational and achievement goals.
- 1.8 Reports to the Board the status of goals established to meet the District's vision and mission.

Prior Year's Performance:

Future Areas of Focus:

Standard 2: Communications and Community Relations

- 2.1 Cooperates with other community agencies, while representing the best interest of the District
- 2.2 Solicits and gives attention to problems and opinions of all groups and individuals.
- 2.3 Maintains accessibility and visibility in the community; participates in community functions.
- 2.4 Is open and sensitive to community concerns and desires about the educational system.
- 2.5 Strives to build a strong, positive community attitude toward the school system.
- 2.6 Promotes and supports parent/student/community involvement in the school.
- 2.7 Maintains a sound working relationship with the media.
- 2.8 Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner.

Prior Year's Performance:

Future Areas of Focus:

Standard 3: Staff Relations

- 3.1 Has organized the staff so that appropriate decision-making may take place at various levels.

- 3.2 Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff's special competencies.
- 3.3 Recognizes, develops, and utilizes the leadership abilities of staff.
- 3.4 Provides for the systematic evaluation of all principals, other administrators and teaching professionals by appropriate administrators.
- 3.5 Delegates authority to staff members appropriate to the position each holds.
- 3.6 Maintains communications with staff by various well-defined and periodic means so as to promote understanding of, and support for, District policies.
- 3.7 Strives to create open and honest relations among staff members.
- 3.8 Deals with personnel matters in a forthright, objective, and professional manner.
- 3.9 Provides motivation and resources for staff members to engage in professional development activities.

Prior Year's Performance:

Future Areas of Focus:

Standard 4: Educational Development

- 4.1 Understands and keeps informed regarding all aspects of the instructional program.
- 4.2 Organizes a planned program of curriculum evaluation and improvement.
- 4.3 Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards.
- 4.4 Takes an active leadership role in the development and improvement of the program of instruction.
- 4.5 Promotes an educational philosophy that emphasizes students.

Prior Year's Performance:

Future Areas of Focus:

Standard 5: Financial Management

- 5.1 Keeps informed on needs of the school program – plant, facilities, equipment, and supplies.
- 5.2 Evaluates financial needs and makes recommendations for adequate financing.
- 5.3 Oversees the detailed District budget and its interpretation and presentation to the Board for adoption.
- 5.4 Identifies and pursues grants at both the State and Federal level to supplement the finances of the District.
- 5.5 Maintains accountability and a systematic method to ensure proper expenditures; authority and allegiance is sustained in all financial operations of the District.

Prior Year's Performance:

Future Areas of Focus:

Standard 6: Facilities Management

- 6.1 Keeps informed, evaluates and reports to the Board on the progress of building projects.
- 6.2 Makes the day-to-day decisions necessary to keep the building project on schedule.
- 6.3 Works closely with the Board as a whole or with the Building Committee in making major decisions.
- 6.4 Oversees the budget for the building project.
- 6.5 In cooperation with the Board, maintains and updates a short- and long-range plan that includes (a) a schedule for the routine maintenance of all school properties, (b) a schedule for the repair and/or replacement of school equipment, and (c) a facilities needs assessment for future renovation or construction.

Prior Year's Performance:

Future Areas of Focus:

Standard 7: Values and Ethics of Leadership

- 7.1 Maintains high standards of ethics, honesty and integrity in all personal and professional matters.
- 7.2 Earns respect and standing among his/her professional colleagues.
- 7.3 Demonstrates his/her ability to work well with individuals and groups.
- 7.4 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 7.5 Maintains his/her professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.

Prior Year's Performance:

Future Areas of Focus:

2020 Goals for the Superintendent



Superintendent Evaluation Leadership Standards – Numerical

The performance evaluation is an effective tool to ensure the superintendent will meet the school board's expectations. Fundamental fairness demands that the superintendent understand the expectations and receive feedback regarding how he/she is performing.

NASB recommends the board follow policy and a best practice course of action to ensure an effective evaluation experience. The following list provides the board with a step-by-step checklist:

- **All board members** will participate in the evaluation process
- The board will execute the evaluation process utilizing the following documents: the board adopted evaluation instrument, the superintendent job description, the superintendent contract; and, superintendent/district performance goals
- The board will periodically review and **adopt a job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties
- The board will adopt a **timeline** for conducting the superintendent evaluation
- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president
- The board president will distribute the superintendent's self-evaluation, blank evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results
- The board president will **contact the board attorney** for advice regarding the proper method of executing the evaluation during a scheduled meeting of the board

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to prevent the board the risk of violating the Nebraska Open Meetings Act. The Association strongly advises the board president to contact the school attorney to ascertain his/her position in regards to evaluation of the superintendent.

- If the board determines pursuant to legal advice to conduct the evaluation in executive session, consider the following guidelines:
 1. Dismiss the superintendent from the closed session to discuss the summary of the evaluation
 2. Ask the superintendent to join the board in closed session and collaboratively review the evaluation with him/her
 3. Identify areas of improvement, goals for the superintendent /district with supporting performance indicators and a timeline for progress reports and/or deadlines
- If the board carries out the evaluation process during a regular meeting of the board in **open session**, each board member should participate in the discussion providing their perspective of the positive qualities the superintendent has exhibited during the past year and any areas of growth or improvement the superintendent might address

Leadership Standard 1: Operations Leadership

The superintendent will provide leadership to the Board of Education in carrying out the vision and daily operations of the district.						
Performance Indicators	4 – Highest Rating /1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
1.1 Oversees and directs all activities of the school system according to board policy and assumes responsibility for everything that occurs in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Articulates and promotes high expectations for teaching and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Provides leadership to the board in the annual establishment of short- and long-term district goals that support student achievement and the school improvement process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Systematically reports to the board on the status of the adopted district goals and the school improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Maintains a general knowledge of educational and professional trends through participation in national and state workshops and conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Supervises the district’s compliance and reporting requirements within all NDE rules, accreditation standards, and state and federal law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1.7 Represents the district in its dealings with other school systems, agencies, institutions, community organizations, the media, and in legislative and legal matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8 Maintains effective relationships with legislative representatives, NDE personnel, and Educational Service Unit administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 2: Staff Leadership

The superintendent will provide leadership to the Board regarding staffing of the district and evaluation of staff.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
2.1 Evaluates and makes recommendations for the appropriate staffing levels needed for the effective operation of the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Ensures that fair and effective evaluation processes are in place for all district personnel and that all staff are evaluated regularly according to board policy and applicable laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2.3 Ensures that job descriptions for all district personnel are maintained and updated regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Provides motivation and resources for staff members to engage in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Provides leadership and oversight to the administrative team through regular communication, supervision, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6 Provides leadership to the board in the negotiations process with the district's recognized bargaining units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Handles personnel matters in a forthright, objective, and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 3: Board Relations Leadership

The superintendent will meet established requirements in preparing for and conducting board meetings.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
3.1 Provides leadership to maintain the board's focus on student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.2 Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Develops, in cooperation, with the board president the agenda for each board meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6 In cooperation with the board president, develops and maintains an annual board calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7 Ensures that administrative recommendations to the board identify all details necessary for the board to make an informed decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8 Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 4: Policy Leadership

The superintendent will provide leadership to the Board of Education in policy development and implementation.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
4.1 Provides leadership in the development and implementation of district policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Ensures policy is consistent with the requirements of state and federal law and NDE rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 In cooperation with the administrative team, develops the necessary rules and regulations to carry out board policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 In cooperation with the board, ensures that policies and supporting administrative rules and regulations are systematically reviewed and updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 5: Financial Leadership

The superintendent will provide sound financial planning and management in assisting the Board of Education to support student achievement and district operations.

Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
5.1 Schedules timely and appropriate budget work sessions to ensure board input into the development of the district budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Develops the budget according to district policy and state requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Implements and manages the budget according to sound business and fiscal practices and district policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 Recommends budget amendments when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5 Provides monthly financial reports, including comparable data (three-year history), to ensure the board is knowledgeable about the status of the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6 Maintains the district's financial records and ensures that they are audited annually by a qualified accounting firm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 6: Facilities Leadership

The superintendent will provide leadership to the Board of Education regarding facilities planning.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
6.1 In cooperation with the board, maintains and updates a short and long-range plan that includes: (a) a schedule for the routine maintenance of all school properties, (b) a schedule for the repair and/or replacement of school equipment, and (c) a facilities needs assessment for future renovation or construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Oversees the implementation of the facilities plan and ensures that the board is knowledgeable about the status of the facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 7: Community Relations Leadership

The superintendent will provide leadership to the Board in fostering a good working relationship with the public.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
7.1 Maintains accessibility and visibility in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Acts as a unifying force within the district, striving to reconcile divergent viewpoints in order to do what is best for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Promotes and supports parent/student/community involvement in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4 Demonstrates appreciation for and sensitivity to the diversity in the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5 Effectively communicates the needs and successes of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6 Maintains a sound working relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7 Routinely creates opportunities to seek staff and community input on significant issues where and when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Leadership Standard 8: General Leadership Attributes

The superintendent will provide general leadership to the Board and District with the following attributes being a top priority.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
8.1 Demonstrates ethical, trustworthy and professional behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Is cordial, patient, personable, and treats everyone fairly and with dignity and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4 Expresses ideas in a logical, forthright, and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.5 Approaches work with enthusiasm, commitment, and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Is visible, listens, and promotes collaboration, teamwork, and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide comments to support numerical ratings of 4, 3, 2, 1 or N/A:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

Superintendent

(Signature)

(Date)

Board President

(Signature)

(Date)

(Sample) Superintendent Performance Plan

Standard	Goal Statement	Performance Indicator(s)	Timeline	Reviewed
Operations	Review the vision, mission and goals of the district	Schedule a board/administrator retreat to plan the review and update of the vision, mission and goals	June (year)	
Staff	Ensure all staff evaluations are completed as per policy		April (year)	
Board Relations				
Policy				
Financial				
Facilities				
Community				
General Leadership Attributes				

GOTHENBURG PUBLIC SCHOOLS

Excellence is an Expectation!

THE MISSION OF THE GOTHENBURG PUBLIC SCHOOLS IS TO PREPARE ALL STUDENTS TO BECOME LIFELONG LEARNERS WITHIN A POSITIVE AND INNOVATIVE LEARNING ENVIRONMENT.

ACCREDITATION STANDARDS FOR QUALITY SCHOOLS

STANDARD 1: PURPOSE AND DIRECTION -

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

STANDARD 2: GOVERNANCE AND LEADERSHIP

The school operates under governance and leadership that promote and support student performance and school effectiveness.

STANDARD 3: TEACHING AND ASSESSING FOR LEARNING

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

STANDARD 4: RESOURCES AND SUPPORT SYSTEMS

The school has resources and provides services that support its purpose and direction to ensure success for all students.

STANDARD 5: USING RESULTS FOR CONTINUOUS IMPROVEMENT

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

GOTHENBURG PUBLIC SCHOOLS

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SYSTEMS INDEX

STANDARD 1: PURPOSE AND DIRECTION

- A. Mission Statement
- B. Focus
- C. Vision for Future

STANDARD 2: GOVERNANCE AND LEADERSHIP

- A. Board of Education
- B. Leadership and Supervision
- C. Policy Development
- D. Professional Development

STANDARD 3: TEACHING AND ASSESSING FOR LEARNING

- A. Climate and Culture
- B. Curriculum, Standards and Instruction
- C. Federal Programs
- D. Instruction
- D. Accountability
- E. Activities Program

STANDARD 5: RESOURCE AND SUPPORT SYSTEMS

- A. Finance Resource Allocation
- B. Facilities
- C. Risk Management
- D. Technology

STANDARD 5: USING RESULTS FOR CONTINUOUS IMPROVEMENT

- A. AdvancEd Accreditation
- B. School Improvement
- C. Assessment
- D. Data Management

GOTHENBURG PUBLIC SCHOOLS

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STANDARD 1: PURPOSE AND DIRECTION -

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

A. Mission

THE MISSION OF THE GOTHENBURG PUBLIC SCHOOLS IS TO PREPARE ALL STUDENTS TO BECOME LIFELONG LEARNERS WITHIN A POSITIVE AND INNOVATIVE LEARNING ENVIRONMENT.

1. The Board of Education will read the mission statement prior to the start of all meetings and planning sessions so that it is primary in the decision making process.
2. The mission statement is to be evident in all classrooms and commons areas.

INDICATORS: Mission statement, district documents.

B. Focus

1. Excellence is an expectation.
2. Educating Students for a Better Tomorrow.

INDICATORS: List of focus statements.

C. Vision for Future

1. Leadership teams as the board, administrator and teacher level will continue to work towards short-term and long-term goals.

INDICATORS: District and building level goal documents.

GOTHENBURG PUBLIC SCHOOLS

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STANDARD 2: GOVERNANCE AND LEADERSHIP

The school operates under governance and leadership that promote and support student performance and school effectiveness.

A. Board of Education

1. The Board of Education will hold strategic planning retreats twice per year.
2. The Board of Education will utilize the committees to improve board efficiency.
3. The Board of Education will set district goals on an annual basis.

INDICATORS: Retreat Agendas, committee assignments, Board Goals

B. Leadership and Supervision

1. The district administrators will be encouraged to attend local, state, and regional conferences.
2. Leadership training will be provided for administrative team on a monthly basis.
3. Leadership teams involving administrators, teachers, and staff will be utilized at the district and building levels.

INDICATORS: Conference summaries, professional development manual, shared weekly meeting agendas

C. Policy Development

1. The Board of Education will continue policy revision process with updates to policy occurring each summer.
2. The Board of Education will review policy on a rotational system in 3-year cycle.

INDICATORS: Policy manual, policy review rotation.

D. Professional Development

1. Professional development goals will be set by leadership teams on an annual basis and defined within a professional development manual to be approved by the Board on an annual basis.
2. A leadership team involving board members, administrators and teacher leaders will determine strategies for effective professional development.

INDICATORS: Professional Development Manual

GOTHENBURG PUBLIC SCHOOLS

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STANDARD 3: TEACHING AND ASSESSING FOR LEARNING

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

A. Climate & Culture

1. The district will focus on an inviting, welcoming climate within an atmosphere of respect and tolerance for all stakeholders.

INDICATORS: Climate survey, discipline referrals, sportsmanship evaluations.

B. Curriculum, Standards & Instruction

1. The leadership team will analyze academic programs on an annual basis and report to the Board of Education in the following areas:
 - a. Counseling
 - b. Fine Arts
 - c. Language Arts
 - d. Mathematics
 - e. Physical Education
 - f. Science
 - g. Technology and Media
 - h. Career and Technical Education
 - i. P-16 Education including Advanced Placement and Dual Credit through distance education and on-line courses.
2. The district will maintain curriculum guides aligned to the Nebraska State Standards.
3. An analysis of assessment procedures will be completed to determine correlation between data and impact on instruction.
 - a. Local assessments
 - b. State Assessments

INDICATORS: An analysis of programs and assessment procedures will be available within the comprehensive plan and will be presented to the board during Board retreat.

C. Federal Programs

1. The Gothenburg Public School will meet the requirements of ESSA and participate in the following ESSA programs.
2. Title I A - Improving the Academic Achievement of the Disadvantaged
 - a. The purpose of this program is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards and state assessments.

GOTHENBURG PUBLIC SCHOOLS

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- b. The district will maintain a School-wide plan.
 - c. Title I funds will be used to improve reading comprehension in grades K - 6.
 - d. Title I funds will be used to improve math skills in grades K-6.
 - e. A summer school program will be implemented to bridge the gap for students who will benefit from additional instruction in reading and mathematics.
 - f. Strategies to deal with homeless students will be added to the district poverty plan.
3. Title II A - Teacher Quality and Class Size Reduction
- a. Gothenburg Public School has elected to use Title IIA funds to add a 4th section to the kindergarten classrooms. A similar strategy is being applied in grades 1-6 in an attempt to keep classes below 20 per room.
4. Birth - 5 SPED
5. IDEA Part B Enrollment Poverty

INDICATORS: An evaluation of each federal program will be utilized in development of program plan and budget within the ESSA application materials.

D. Instruction

- 1. The leadership team will establish a calendar defining staff development activities during the summer retreat.
- 2. Staff lead workshops on the Marzano Instructional will be implanted during professional development time.
- 3. The Technology Integration Specialist will submit an annual technology training plan based on staff technology requests.

INDICATORS: Annual staff development plan and summary.

GOTHENBURG PUBLIC SCHOOLS

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E - Accountability

1. The Rule 10 accreditation standards and checklist will be completed on an annual basis to confirm that the district is meeting all requirements of NDE.
2. External visitation report from school improvement will be available in the comprehensive plan.

INDICATORS: Rule 10, External Visitation Report

F. Activities Program

1. A comprehensive and balanced activities program will be maintained as an essential complement to the basic program of instruction.
2. The activities program should provide opportunities for youth to further develop interests and talents in sports, fine arts, and related academic areas.
3. The activities program will promote participation, skill development, leadership, life long fitness and sportsmanship.

INDICATORS: Participation numbers, comparison with conference schools on activities, district and conference awards, academic all-state awards, NSAA Cup Standings,

GOTHENBURG PUBLIC SCHOOLS

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STANDARD 4: RESOURCES AND SUPPORT SYSTEMS

The school has resources and provides services that support its purpose and direction to ensure success for all students.

A. Financial Resource Allocation

1. The board will maintain a “Projected Capital Outlay” plan for 1/3/10 year periods.
2. The board will analyze receipt and expenditure history in the development of annual budget and for strategic financial planning.
3. A program analysis will be completed on an annual basis for effective allocation of district financial and personnel resources.
4. The district will utilize various institutions for investing district funds.

INDICATORS: Annul audit, district budget, “Projected Capital Outlay,” receipt history, expenditure history, and program analysis.

B. Risk Management

1. The district will maintain appropriate levels of insurance coverage and will complete an evaluation of coverage levels every three years.
2. The district will utilize appropriate legal services for risk management.

INDICATORS: ALICAP, insurance coverage analysis

C. Facilities

1. A comprehensive facilities plan will be maintained.
2. A projected capital outlay plan will be maintained.
3. Enrollment history and projections will be maintained and used for facilities planning.

INDICATORS: Comprehensive facilities plan,

D. Technology

1. A comprehensive technology plan will include infrastructure, hardware, software, and staff development.
2. The district will annually budget resources for technology replacement.

INDICATORS: Technology plan, USF, technology budget, one-to-one initiative.

GOTHENBURG PUBLIC SCHOOLS

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STANDARD 5: USING RESULTS FOR CONTINUOUS IMPROVEMENT

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

A. AdvancEd Accreditation

1. The district will develop and maintain a “Comprehensive School System Analysis” based on the AdvancED Accreditation Standards for Quality Schools.

INDICATORS: Comprehensive Plan

B. School Improvement

1. The school district will utilize the Nebraska Framework for School Improvement as the guide for school improvement efforts.
 - a. Redefining the Leadership Team
 - b. Creating a profile.
 - c. Setting the goals.
 - d. Planning to improve.
 - e. Implementing the plan.
2. The school improvement process will focus on a single overall academic goal for improvement in student learning.

INDICATORS: School Improvement Plan.

C. Assessment

1. The EBA will be submitted to NDE as part of AQuESTT, Accountability for a Quality Education System, Today and Tomorrow.
2. The district assessment guidelines will be updated on an annual basis after review by the leadership team and included within the Assessment and Data Manual.

INDICATORS: AQuESTT, Assessment and Data Manual, ADVISER

D. Data Management

1. The review of district assessment procedures will continue with assessment being evaluated for effectiveness.
2. The district will work with a PowerSchool consultant to develop templates for effective assessment data management.
3. The district will participate in the NDE data warehouse pilot program (ADVISER) Advanced Data Views Improving Student Educational Response.

INDICATORS: Assessment analysis, data management software, ADVISER