

Personnel Committee Meeting
Wednesday, December 14, 2011 12:00 PM

Don's Office
1519 10th St
Gering, NE 69341



Minutes

1. **Attendance**

Also in attendance were Don Hague, Tim Meisner, David Pauli and Eldon Hubbard.

2. **Personnel Issue (Hubbard & Pauli)**

Hubbard explained a recent situation involving a teacher/coach. Hubbard and Pauli met with the teacher and shared with her their displeasure of her actions. The committee reviewed previous discipline scenarios and expressed their desire to ensure district staff is held accountable in a consistent manner. Character and proper behavior are traits that needs to be upheld in staff values. The Standards of Professional Conduct have been provided to the teacher for review. A verbal reprimand was given by the building administrator. The committee feels that faculty needs to be held just as accountable as students and would like disciplinary action taken. Hague reminded the committee that it is up to the administration to handle specifics in personnel issues.

3. **Girl's Basketball (Christine Wilson)**

Pauli addressed a citizen letter that was submitted to the editor of the Gering Citizen pertaining to a student who had been cut from a sports team. The student was cut due to a lack of playing time and was offered the student manager position on the team but the student transferred to a different host family, as she was a foreign exchange student, and did not accept that position. Pauli supports his head coach's decision. The letter did not reference the team manager position being offered. The committee questioned why only one student was cut from the team and wondered if the situation could have been analyzed differently.

4. **Student Drug Testing**

A letter from the public requested that the district re-visit this issue. The Facilities Committee was in full favor of implementing such a policy. Principals can currently test a student if they have reasonable cause. Hubbard stated that there was no community support in the past so it had not been implemented. Hubbard addressed extra co-curricular students being tested as well. Hubbard would like all students to volunteer themselves to be included in the pool and offer weekly incentives for their participation. Parents also have the ability to option their child into the pool. The committee is aware that the public may challenge this proposal. Gering students who participate in Sea Cats are already being tested. Costs are estimated to be \$11,700. Another concern for Pauli is the follow up time and protocol if a student does test positive. Seiler also has time concerns. Pauli referred to two studies that had been previously emailed to the full board. Current districts who drug test are Mitchell,

Scottsbluff, Chadron and Gordon/Rushville. Hague suggested putting it on the December agenda for full board discussion and requested that Hubbard and Pauli be present to address questions and/or concerns. Pauli would like to see coaches tested as well. The committee would like a list of the extra curricular clubs that will be in the pool.

5. **New District Hires (Custodian, Admin Asst.)**

Due to resignations, one custodian was hired at Geil Elementary and a part time Administrative Assistant was hired for the Director of Curriculum and Assessment.

6. **Review of Personnel Committee Goals & Timeline**

Committee goals were reviewed. The Superintendent's job description, review and formal evaluation schedule was reviewed. The committee discussed basing pay increases on merit rather than strictly on cost of living. Hague would like to consider cost of living, comparability in the district's array and individual performance. Hague stated that he will develop a spreadsheet that includes such info for each staff member that he supervises. A summary would then be provided to the Personnel Committee with justifications. The committee would like all evaluations to be provided by May so Hague's proposal can be approved at the annual June Board Meeting. This system would also eliminate the need for retro pay.

7. **Recognition of Principals as Negotiating Unit**

Hague encouraged the committee to meet with the Principals Group to discuss the District's Attorney's response to their request. Miles asked Hague to coordinate this with the group's two leaders.

7.1. Discussion on Administrative Group

Sample contracts were discussed, including annual versus addendums. Miles requested that the Personnel Committee review the Superintendent's Administrative Salary recommendation every June. The job description review, performance summary and completed evaluations need to be submitted by May each year. The committee will also be notified at that time if all classified evaluations have been completed and turned in.

8. **Staff Evaluation Process**

The evaluation schedule was reviewed and various options for pay increases were discussed. Pay increases will be merit based, as well as cost of living and schedule.

9. **Updated Comparability Study on Teacher Salary**

A comparability study on teacher's salaries was handed out. An updated copy will be provided soon from one of the district's attorneys. The committee noted that Lexington was not included on the list.

10. **Discussion on Current Review/Evaluation Schedule for all District Employees**

The committee will share a comparability study with the negotiating team in their next meeting. A new evaluation rating system was discussed.

11. **Superintendent Evaluation Form Discussion**

A discussion was held detailing the differences in the NASB Superintendent Evaluation Tool and the Lincoln Public School District's evaluation model. They were determined to be very similar. Hague's current evaluation tool will be emailed to the full board on Friday of this week with the Superintendent's Friday Note. Hague stated that he appreciates the six-month evaluation process as it helps to determine focus

and targets for the next 6 months. An Executive Session has been scheduled for December 19th to discuss the Superintendent's evaluation. Peters will determine if the full board would like to be present while this evaluation is discussed or if they prefer for the board's President and Vice President to handle it. A formal report including goals, timelines and a summary of what was discussed would then be provided to the full board for their review.

12. **Adjournment**

Nebraska Association of School Boards

NASB Provides Services To School boards To Strengthen Public Education For All Nebraska Children

eMeeting Services NASB Online

Meetings

Goals

Personnel Committee Goal: Human Resources Organizational Chart

Develop a Human Resources Organizational Chart: 1) Web Posting of Specific Responsibilities 2) Current Job Descriptions 3) Evaluation Schedule 4) Better Checks & Balances and Communication

Manage

Edit Goal

Nebraska Association of School Boards

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Meetings

Goals

Personnel Committee Goal: Board of Education Recognition of Accomplishments

Board of Education Recognition of Accomplishments

Manage

Edit Goal


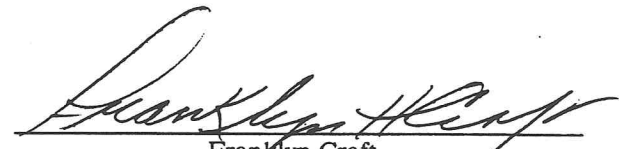


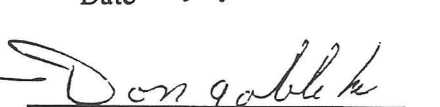
**1991-1992 GERING BOARD OF EDUCATION
AND
GERING PRINCIPAL'S ASSOCIATION NEGOTIATIONS**

The Gering School Board Negotiations committee and the Gering Principal's Association Negotiations committee agree to the following proposal starting with the 1991-1992 school year.

1. Work out a plan with the central administration as far as the principal's professional development is concerned.
2. Leave the principal's salary schedule as is.
3. The Board recognizes that it would be appropriate to equalize the fringe benefits available to principals and teachers. The four year schedule presented by the principals appears to be a reasonable means to accomplish this equalization. The Board of Education, if circumstances permit, will attempt to implement this four year schedule. Start a fringe benefit schedule for principals as follows:
 - A. 1991-92 school year: \$1,175 shall be the fringe benefit amount;
 - B. 1992-93 school year: 1/2 of the teachers' fringe benefit amount;
 - C. 1993-94 school year: 3/4 of the teachers' fringe benefit amount;
 - D. 1994-95 school year: same fringe benefit amount as the teachers.

In the future, if any of the three above areas need to be changed or adjusted in order to be fair to both parties, either party can request to address their concerns.

It is understood by both parties that the above proposal needs to be ratified by the membership of each party.

 _____ John Hardt	 _____ Franklyn Craft	
May 7, 1991 _____ Date	May 7, 1991 _____ Date	
 _____ John Bays	 _____ James Mathis	 _____ Don Gable, Jr.
May 7, 1991 _____ Date	May 7, 1991 _____ Date	MAY 8 th 1991 _____ Date

GERING PRINCIPAL'S SALARY SCHEDULE

FORMULA: (Evaluation Factor)x(Experience Factor+Responsibility Factor)

BASE: For the purpose of determining Educational Factor Base, STEP 11 from previous year will be used for administrators holding degrees at MA, MA+9, MA+18, MA+27, MA+36, SPEC.E., and Ed.D.. For administrators holding the following degrees, the teacher's BASE SALARY from previous year will be used with respective factors: MA+45-1.83, SPEC.+9-1.83, MA+54-1.875, SPEC.E.+18-1.875, MA+63-1.92, SPEC.E.+27-1.92. (SEE TABLE I)

EDUCATION: Use column appropriate with the administrator's education. (SEE ABOVE)

Hours for advancement must be approved by the Superintendent.

EXPERIENCE: The Superintendent and the Board of Education will determine the number of years of experience to be credited to a new administrator upon hire. The experience factor will be determined by the years credited. (SEE TABLE II)

RESPONSIBILITY: The responsibility will be determined by the position held by the administrator. (SEE TABLE III)

JOB DESCRIPTION: The job description is written by the Superintendent and the Board of Education. Added assignments, responsibilities or any other duties which warrant extra compensation will be determined by the Superintendent.

PERFORMANCE: The principal must have a satisfactory evaluation from the Superintendent. If areas of concern which need improvement are listed, these improvements must be made the following year in order to receive a full salary increase.

The principal receives notification of those concerns, or areas of improvements in writing, in addition to performance objectives and goals.

If the evaluation is unsatisfactory, it will be discussed with the Board of Education in Executive Session. The principal has the right to be present at the meeting. The suggested salary adjustment would also be presented at this time.

GERING PUBLIC SCHOOLS PRINCIPAL'S SALARY SCHEDULE

FORMULA FOR CALCULATION:

(Education factor) x (Experience factor + Responsibility factor)

TABLE I
EDUCATION FACTOR

<u>DEGREE</u>	<u>FACTOR</u>
MA	STEP 11 OF TEACHER'S SALARY MA
MA+9	STEP 11 OF TEACHER'S SALARY MA+9
MA+18	STEP 11 OF TEACHER'S SALARY MA+18
MA+27	STEP 11 OF TEACHER'S SALARY MA+27
MA+36	STEP 11 OF TEACHER'S SALARY MA+36
SPEC. E	STEP 11 OF TEACHER'S SALARY MA+36
MA+45	1.83 X TEACHER'S BASE
SPEC. E.+9	1.83 X TEACHER'S BASE
MA+54	1.875 X TEACHER'S BASE
SPEC. E.+18	1.875 X TEACHER'S BASE
MA+63	1.92 X TEACHER'S BASE
SPEC. E.+27	1.92 X TEACHER'S BASE
Ed.D.	STEP 11 OF TEACHER'S SALARY Ed.D

TABLE II
EXPERIENCE

<u>Years</u>	<u>Factor</u>	<u>STEP</u>
0	1.3	0
1	1.32	1
2	1.34	2
3-4	1.37	3
5-6	1.40	4
7-9	1.44	5
10-12	1.48	6
13-16	1.53	7
17-20	1.58	8
21-25	1.64	9
26-30	1.70	10

TABLE III
RESPONSIBILITY

<u>Position</u>	<u>Factor</u>
Assistant Jr. High Principal	.050
Assistant Sr. High Principal	.075
Elementary Principal	.100
Jr. High Principal	.200
Sr. High Principal	.300

Classified and Certified Staff **Blue – Certified Staff**

September

Review Job Description and Establish Annual Goals

Central Office Directors

Elementary Principals

High School Principals

October

Review Job Description and Expectations

Curt – Director of Maintenance and Custodial

November

Review Job Description and Expectations

Lisa – Administrative Assistant – Board Sect

Tammy – Receptionist and Adm. Asst.

December

Review Job Description and Expectations

Diane – Director of Food Service

Curt – Director of Transportation

Lionel – Director of Technology

January

Complete Annual Evaluations

Elementary Principals

Pam - Northfield

Mary Kay – Geil

George – Lincoln

Betty – Cedar Canyon – After School – Summer School

February

Complete Annual Evaluations

Central Office Directors

Candy – Student Services

Terri – Curriculum

Tim – Business Manager

Curt – Director of Maintenance and Custodial

March

Complete Annual Evaluations

Lisa – Admin. Asst. and Board Secretary

Tammy – Receptionist and Adm. Asst.

Mary Ann – Adm. Asst.

April

Complete Annual Evaluations

Secondary Principals

Eldon – High School

Dora – Junior High

May

Complete Annual Evaluations

Diane – Director of Food Service

Curt – Director of Transportation

Lionel – Director of Technology

Personnel Committee:

Attachment #3 – Evaluation Schedule

Month →									
Dept. ↓	October	November	December	January	February	March	April	May	June
Administrative Assistants		X				XX			
Aides				X				XX	
Custodial	X				XX				
Food Service			X				XX		
Maintenance	X				XX				
Paraprofessionals				X				XX	
Secretarial Staff		X				XX			
Transportation			X				XX		

X: Indicates informal review of job responsibilities, establish improvement goals (if necessary)

XX: Indicates a formal written review.

If personnel requires additional evaluations, they will be done as necessary throughout their work year.

We will still do the two formal evaluations on new classified personnel as stated in policy.

John M. Guthery*
Thomas M. Haase
James B. Gessford***
Rex R. Schultze**
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
Riko E. Bishop
R. J. Shortridge*
Jeanette Stull
Corey L. Stull*
Joshua J. Schauer*
Shawn P. Dontigny
Derek A. Aldridge**
Dyana N. Wolkenhauer



Of Counsel
Edwin C. Perry

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R. R. Perry (1917-1999)

PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

*Also admitted in Iowa
**Also admitted in Kansas
***Also admitted in Wyoming

October 18, 2011

Don Hague, Superintendent and the
Board of Education
Gering Public Schools
1800 8th Street
Gering, NE 69341-2999

Re: Gering Public School District - Comparability Study 2011-2012

Dear Don and Board Members:

Enclosed please find the completed comparability study for the Gering Public School District certificated teaching staff for the 2011-2012 school year.

We conducted the study under the "traditional" method established by the Commission of Industrial Relations, and did not include the cost of FICA and NPERS retirement contributions by the School District in the calculation of total compensation for the 2011-2012 contract year. We used the staff roster for the 2011-2012 school year as confirmed by the school district; a copy of that roster is in the front of the study notebook. We acquired copies of all the negotiated agreements of the ten (10) school districts, namely, Alliance, Aurora, Columbus, Hastings, Holdrege, McCook, Northwest, Scottsbluff, Seward and Sidney. These negotiated agreements are also included in the study materials attached.

As you are aware, the objective criteria for the selection of the array of comparable school district employers requires the use of school districts that have a student enrollment of no more than twice and no less than one-half of the enrollment of the subject school district, here the Gering Public Schools. Each of the ten (10) schools meet the CIR's size criteria based upon 2010-2011 enrollments in the "Nebraska Department of Education - Education Support Services/Data Center 2010-2011 Membership by Grade, Race and Gender" publication found on the NDE website.

We have prepared a Comparable Settlement Analysis for the array of ten (10) schools for the 2011-2012 school year. The study is based upon a review of the negotiated agreements for each of the ten (10) schools, and other available data. More specifically, in preparing these studies, we have attempted to carefully place each teacher according to the current salary

schedule and historic credit for prior teaching experience; however, due to the imprecise nature of the treatment of individual staff members on the salary schedules of another school district, there may be slight adjustments needed to reflect individual circumstances unknown to us at this time. We have also calculated fringe benefits cost according to the recent decisions of the Nebraska Commission of Industrial Relations (CIR).¹ Again, due to nuances in the application of the CIR's ever changing rules regarding the treatment of fringe benefits in the conduct of a comparability analysis, we have applied the CIR's most recent precedent as it appears applicable to each compared-to school district employer.

¹ In the recent CIR decision in *Louisville Education Association v. Cass County School District No. 13-0032*, 15 CIR 351, Case No. 1138, October 24, 2007, the CIR again modified its approach to the placement of teachers of the subject school district that has a cafeteria or cash-in-lieu of insurance benefit on the benefit plans of compared to school districts, stating:

If an array school does not offer a cash option, we will place the subject school's teachers as receiving the maximum insurance benefit for which they are qualified (dependent or single coverage). For example, Conestoga does not offer a cash-in-lieu of insurance amount, so the thirteen teachers are placed as receiving the full benefit of Conestoga's dependent insurance. Therefore, the teachers are placed as receiving \$11,825.28 at Conestoga.

If the array school offers the same benefit for all the options (single, dependent, or cash), then the Commission will place the teacher as receiving the cash option. For example, DC West and Syracuse offer \$6,000 for single insurance, dependent insurance, and cash, so the Louisville teachers are placed as all receiving \$6,000. Therefore, on the worksheets for DC West and Syracuse all teachers are placed as receiving \$6,000.

However, *there is still the issue of placement when the array school offers a cash option but that option is not sufficiently similar.* If there were schools in which the cash option offered was less than 50%, the Commission's *South Sioux City Educ. Ass'n* methodology gave those teachers the full benefit of dependent or single coverage, whichever they were eligible for. For example, in the instant case dependent coverage in Ashland-Greenwood would be \$11,825 and in Elmwood-Murdock \$12,404, and the thirteen Louisville teachers would be placed as taking full dependent coverage. This method does not take into consideration the fact that even though the cash option is not sufficiently similar, a small percentage of teachers may still take the cash option. *It could be argued that this current methodology slightly inflates the total compensation figures.* The facts of this particular case force us to consider the fairness of economically rational choices. *To promote a final determination of predictability, logic and fairness, developed over several cases, we determine in the instant case that placing teachers as receiving the full dependent benefit unfairly inflates the total compensation figures.* Given the facts of this case, as well as the evolving nature of health insurance and health insurance premiums, the Commission needs to further define the process by which it should fairly place teachers in non-similar cash option array schools. This developed methodology would place teachers as receiving the cash option of \$4,209 (Louisville's cash amount) at the non-similar cash option array schools, rather than the full dependent insurance amount offered at that school. *Therefore, if the cash offered at the array school is less than 50%, the subject school teacher would be placed on the array school's salary schedule as receiving the cash offered at the subject school.*

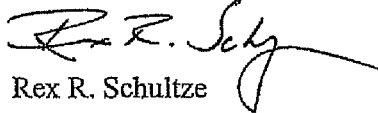
*Don Hague, Superintendent and the
Board of Education
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The ten (10) school array produces a mid-point base salary for 2011-2012 of \$31,293. When compared to the 2011-2012 base salary currently in effect of \$31,600, the current 2011-2012 Gering base is \$307 above the mid-point. We would note that our study is not based upon an extensive survey of the compared-to school districts and, as such, there are some "tweaks" that may be necessary to arrive at a CIR trial level study. Next year we will do a study and include FICA and retirement in our calculations.

Should you have any questions, or need further information, please feel free to give me a call.

Yours very truly,

PERRY, GUTHERY, HAASE
& GESSFORD, P.C., L.L.O.


Rex R. Schultze

Enclosures

Comparability Study

Gering PS
 October 18, 2011

2011-2012

ANALYSIS:						
Records	Contract	Staff	Base	Benefit	Schedule	Total
10	Days	Index	Salary	Costs	Costs	Costs
Gering PS	186	263.4576	31,600	1,511,273	8,325,260	9,836,533
Comparable Benchmark	186	263.4576	31,293	1,511,273	8,244,273	9,755,546
Difference			307			

ARRAY INFORMATION:						
School	Contract	Staff	Base	Benefit	Schedule	Total
District	Days	Index	Salary	Costs	Costs	Costs
Alliance	185	251.6620	29,300	2,706,527	7,413,554	10,120,081
McCook	185	257.3836	31,220	1,817,565	8,078,951	9,896,516
Aurora	185	267.6000	29,480	1,923,070	7,931,490	9,854,560
Hastings	185	261.4572	31,180	1,632,991	8,196,302	9,829,293
Scottsbluff	189	245.4288	31,550	2,140,194	7,620,370	9,760,564
Sidney	185	251.2230	31,125	1,881,181	7,861,582	9,742,763
Seward	186	258.1940	30,400	1,853,212	7,849,098	9,702,309
Columbus	186	252.8871	33,250	1,266,365	8,408,495	9,674,860
Northwest	185	264.9153	29,850	1,580,948	7,950,468	9,531,415
Holdrege	185	254.1372	30,000	1,816,592	7,665,328	9,481,920

DESCRIPTIVE STATISTICS:	
Array Mean	9,759,428
Array Median	9,751,664
Array Midpoint	9,755,546



Part 1: A-E. Job and Personal Performance

Numerically rate the employee's Standard of Performance, 1-5 for each item, or NA where not applicable. Place the rating in the column provided. The supervisor should provide written comments for each item. COMMENTS ARE MANDATORY FOR RATINGS OF 2 OR LOWER. Please attach additional sheets if needed.

Standards of Performance						1-5; NA	Comments
Exceeds 5	4	At Standard 3	2	Needs Dev. 1	Not Appl. NA		
A. Directing, Coordination and Facilitating							
1. Forecasting and Planning How well does the employee establish objectives, set priorities, anticipate problems, and/or otherwise plan work in his/her areas of responsibility?							
2. Organization and Administration How well does the employee allocate, balance and integrate work? How well does s/he arrange and facilitate the accomplishment of tasks? How accurate and timely are reports? How well are administrative systems utilized and administrative procedures followed?							
3. Problem Solving How well does the employee solve problems? Are appropriate objectives established? Are numerous alternative solutions considered and weighted? Are attempted solutions evaluated and critiqued?							
4. Decision Making Does the employee make decisions? Are numerous alternative solutions and their potential impacts considered and evaluated as part of the decision making process? Are decisions timely?							
5. Follow-up and Control How well does the employee review and evaluate work, both while it is being done, and after its completion? Does the employee have a grasp of projects that require multi-layered coordination of staff and departments?							
B. Knowledge/Policies							
1. Job Knowledge How knowledgeable is the employee of the methods, techniques and skills in his/her functional areas that are necessary for satisfactory performance?							
2. Budget Knowledge How effectively does the employee work within his/her budget? Does s/he develop realistic budget alternatives in resolving financial challenges?							
3. Computer Literacy How well does the employee meet the degree of computer literacy required for his/her position?							
4. Professional Development Does the employee show an interest in taking action to increase his/her knowledge, broaden his/her experiences, and develop and grow as an employee?							
5. Ethics Does the employee behave in accordance with the rules and standards governing conduct in his/her position?							

Standards of Performance						1-5; NA	Comments
Exceeds 5	4	At Standard 3	2	Needs Dev. 1	Not Appl. NA		
Part 1. Job and Personal Performance (con't)							
C. Supervision/Coaching/Development							
1. Training and Development of Others Within Gering Public Schools Does the employee commit time and effort to train, evaluate and develop others? Does s/he provide the guidance to others that will help build a stronger workforce for the District?							
2. Effectiveness How effectively does the employee use his/her influence to guide others toward established goals?							
3. Stimulating Motivation in Others Does the employee stimulate others to higher levels of individual and group performance? Does s/he recognize exemplary performance and initiative from others?							
4. Relationships with Staff Subordinates How well does the employee relate to immediate staff? Is s/he perceived as being fair, honest and trustworthy?							
5. Equity and Mutual Respect How well does the employee establish and maintain an environment of equity and mutual respect? Does the employee promote conditions that are humane, fair, dignified and non-discriminatory, both within the work unit and District?							
6. Delegation How well does the employee delegate? Is work delegated to staff based on their knowledge, skills and other capabilities? Is staff provided with the appropriate resources to complete the work delegated to them?							
D. Communication/Working Relationships							
1. Oral Communication How well does the employee communicate verbally to convey his/her intent to others? Are instructions clear and concise? Does the employee speak respectfully to others?							
2. Written Communication How well does the employee communicate in writing? Are memos, letters and other written communications clear, accurate, well constructed, and do they convey the appropriate tone?							
3. Relationship with Supervisor How well does the employee relate with his/her supervisor?							
4. Relationships with Colleagues How well does the employee relate to colleagues? Is s/he perceived as being fair, honest, trustworthy and a team player?							
5. Relationships with Others How well does the employee relate to "others" (i.e. students, faculty, vendors, outside professionals and agents? Does s/he represent his/her department and the District favorably?							

Standards of Performance					1-5; NA	Comments
Exceeds 5	4	At Standard 3	2	Needs Dev. 1		
Part 1. Job and Personal Performance (con't)						
E. Personal Leadership and Management Style						
1. Energy, Drive and Enthusiasm How well does the employee demonstrate the willingness and capacity to work hard? Does s/he set a good example for others to follow?						
2. Initiative How well does the employee generate action and recommendations? Is s/he a self-starting individual? Do others tend to view him/her as a leader?						
3. Goal Orientation Does the employee commit to challenging, realistic goals, and follow them through to completion?						
4. Analytical Ability How well does the employee assess a situation, determine the principle problem and devise systematic procedures for solutions?						
5. Creative Ability How well does the employee think and work creatively? Does s/he attempt to find original solutions to problems? Does s/he bring new ideas to his/her job and the District?						
6. Judgment How well does the employee perceive and assess situations, relationships and alternatives? How effectively does s/he use prior education and work experience to make reasonable decisions?						
7. Cooperativeness and Adaptability How well does the employee accept necessary change? Does s/he take a flexible approach to resolving conflict? Will s/he accept an extra assignment or two in order to contribute to the goals of the District?						

Part 2. Objectives (MANDATORY FOR JOB AND PERSONAL PERFORMANCE RATINGS OF 2 OR LOWER. Objectives agreed upon in this area should provide direction that the employee can use to develop professionally regardless of evaluation rating. Please attach additional sheets if necessary.

Objectives measure “where an employee is going” over the established rating/evaluation period. Objectives should focus upon the vital and critical parts of an employee’s job: the key responsibility areas. Wherever possible, objectives should be specific and measurable. It is most helpful if they are written in exacting terms of quality and timeliness. An example of a well-written objective is provided:

During the next rating period, increase the number of unit staff attending six (6) hours of professional development training each year.

Objectives agreed upon at the previous performance appraisal (if a previous appraisal is available) should be listed below with results achieved. **At the conclusion of the current performance appraisal process, new objectives for the employee should be listed on this form to be used at the next appraisal.** Objectives, though established early in a given fiscal year, may change. Revisions should be made to meet changing conditions.

Key Responsibility Area	Objective	Results Anticipated, Timeline and Comments

Part 3. Rater's Overall Summary and Comments.

The space below is to be used by the supervisor for additional comments or recommendations concerning performance or professional development.

Part 4. Employee Comments (Optional)

The space below may be used by the employee to respond to ratings, comments and recommendations. Additional sheets may be attached if necessary.

EVALUATION OF COACHES

Name of Coach	Assignment	Level	Date	Evaluator
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Evaluator: 1-Coach 2-Head Coach or Athletic Administrator 3-Principal

Rating Scale: **NA**=Not Applicable **1**=Definite weakness **2**=Improvement needed **3**=Satisfactory **4**=Good

PROFESSIONAL AND PERSONAL RELATIONSHIPS

Rating (circle)

1. Cooperation in submitting eligibility lists, equipment, needs, program information relative to sport, with: a) Athletic Administrator b) Building Principal	NA 1 2 3 4 NA 1 2 3 4
2. Cooperates with maintenance personnel in care of sport areas	NA 1 2 3 4
3. Rapport with other coaching staff members	NA 1 2 3 4
4. Rapport with head coach and assistants before, during and after the coaching season for program development	NA 1 2 3 4
5. Public Relations – cooperates with a) Newspapers and other media b) Booster’s organization and PTA	NA 1 2 3 4 NA 1 2 3 4
6. Carries out the policies of the athletic department	NA 1 2 3 4
7. Accepts and implements athletic department decisions and policies	NA 1 2 3 4
8. Maturely accepts criticism and/or recognition	NA 1 2 3 4
9. Sideline conduct at games toward players, officials, fans, etc.	NA 1 2 3 4
10. Conduct outside of school where students are involved (team parties, etc.)	NA 1 2 3 4
11. Encourages students to participate in the athletic program	NA 1 2 3 4
12. Letters to colleges regarding players, service groups, etc. – follows up on graduates	NA 1 2 3 4
13. Respects and supports other coaches and athletes during their seasonal sports	NA 1 2 3 4
14. Keeps athletic administrator and principal informed of any or all problems before, during or after all sporting events	NA 1 2 3 4
15. Keeps athletic administrator and principal informed of the conditions of practice and playing fields.	NA 1 2 3 4

COACHING PERFORMANCE

1. Sets an appropriate example at all times while with athletes	NA 1 2 3 4
2. Supervision and administration of training rooms, locker rooms and practice areas	NA 1 2 3 4
3. Supervision of athletes at all times	NA 1 2 3 4
4. Scouting responsibilities	NA 1 2 3 4
5. Knowledge of: a) the sports rules and rule changes b) eligibility information and rules c) county and state rules and changes	NA 1 2 3 4 NA 1 2 3 4 NA 1 2 3 4
6. Written rules of coach’s expectations for student participants in sports	NA 1 2 3 4

7. Prompt for practice sessions	NA 1 2 3 4
8. Is innovative – uses new techniques, ideas, etc., along with established procedures for coaching	NA 1 2 3 4
9. Does not let coaching interfere with classroom responsibilities	NA 1 2 3 4
10. Shows good judgment in coaching responsibilities and decisions	NA 1 2 3 4
11. Appropriate dress at practices and games	NA 1 2 3 4
12. Maintains good squad discipline	NA 1 2 3 4
13. Continually works with athletes without interfering with other sports	NA 1 2 3 4
14. Shows respect (verbal, physical, psychological) for athletes	NA 1 2 3 4
15. Leadership	NA 1 2 3 4
16. Instills in athletes:	
a) a competitive spirit for individual and team growth	NA 1 2 3 4
b) a desire for intellectual growth and development	NA 1 2 3 4

RELATED RESPONSIBILITIES

1. Notifies booster organizations of needs with consent of the athletic administrator	NA 1 2 3 4
2. Compliance with:	NA 1 2 3 4
a) Meeting deadlines	NA 1 2 3 4
b) Inventory	NA 1 2 3 4
c) Equipment	NA 1 2 3 4
d) Pre-season format	NA 1 2 3 4
3. Care of:	NA 1 2 3 4
a) equipment	NA 1 2 3 4
b) issue	NA 1 2 3 4
c) storage	NA 1 2 3 4
d) purchase and re-orders through athletic administrator	NA 1 2 3 4

General appraisal: _____

Coach's response to this evaluation: _____

Principal's recommendation: _____

PERFORMANCE IN THIS ASSIGNMENT

SATISFACTORY

To be recommended for continued assignment.

PROBATIONARY

To be recommended for reassignment, provided an understanding can be reached in areas where improvement is suggested

UNSATISFACTORY

Not to be recommended for continued assignment

Evaluator's Signature

Coach's Signature

*Signature of coach is intended to show that the coach has reviewed the evaluation, but **does not** necessarily indicate agreement with the statement.*

DIRECTOR EVALUATION INSTRUMENT

Name: _____ Evaluation Period: _____ - _____

STANDARDS OF PERFORMANCE

STANDARD #1: VISION - A Director is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A Director is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A Director is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A Director is an educational leader who establishes, implements and encourages achievement of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A Director is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A Director is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

STANDARD #7: ETHICS/INTEGRITY - A Director is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A Director is an educational leader who promotes positive public relations in the context of the school community.

¹ The Director is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Director's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the descriptors for each standard at a satisfactory level.

PERFORMANCE STANDARD #1: VISION - A Director is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Descriptors for Performance Standard # 1	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Sets priorities in the context of improving student achievement.	
B. Articulates and promotes high expectations for teaching and student learning.	
C. Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.	
D. Creates symbols, ceremonies, and activities that support the vision and mission of the district.	
E. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.	

<p>Narrative:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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STANDARD #2: SCHOOL CULTURE FOR LEARNING - A Director is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Descriptors for Performance Standard # 2	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Provides leadership for assessing, developing and improving school environment and culture.	
B. Recruits, interviews and recommends teachers and staff to support quality instruction.	
C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improvement of instruction. ²	
G. Engages in direct teaching in the classrooms.	
H. Director holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	

I. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
J. Provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentation.	
K. Provides motivation and resources for faculty members to engage to professional-growth activities.	
L. Demonstrates awareness of professional issues and developments in education.	
M. Develops and revises as needed his/her own professional development plan for continued improved performance.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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² District requirements for frequency and procedures with regard to teacher evaluation may vary and substantially impact the interpretation of this indicator. The scale of descriptors describes a best-case scenario found to be consistent with existing board policy by the administration and legal counsel for the school district.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A

Director is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

Descriptors for Performance Standard # 3	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Operational procedures are designed and managed to maximize opportunities for successful learning.	
B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: <ul style="list-style-type: none">• Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing care, patience and understanding toward students.• Serves as an advocate for students and communicates with them regarding their school life.• Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate.	
D. Uses effective communication skills with a variety of stakeholders in the operation of the school.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such	

problems where appropriate.	
G. Systematically collects and responds to staff, parent, and student concerns.	
H. Acknowledges appropriately the meaningful accomplishments of others.	
I. Addresses problems in a timely manner.	
J. Manages fiscal resources of the schools responsibly, efficiently and effectively.	
K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.	

Narrative:

MEETS DISTRICT STANDARD | **DOES NOT MEET DISTRICT STANDARD**

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A Director is an educational leader who establishes, implements and encourages achievement of academic standards.

<p>Descriptors for Performance Standard # 4</p>	<p>This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“-I-” to indicate above average performance and “-“ to indicate unsatisfactory performance)</p>
<p>A. Demonstrates knowledge of academic standards.</p>	
<p>B. Ensures staff is informed of and incorporates academic standards in classroom.</p>	
<p>C. Incorporates the designated state and operational procedures are designed and managed to maximize opportunities for successful learning.</p>	
<p>D. Facilitates instructional program development based on trustworthy research and proven instructional practices.</p>	
<p>E. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.</p>	
<p>F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.</p>	
<p>G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.</p>	
<p>H. Provides for systematic, two-way communication with staff regarding the</p>	

<p>achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.</p>	
<p>I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.</p>	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A Director is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Descriptors for Performance Standard # 5	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Participates actively in the community.	
B. Engages the community to create shared responsibility for student and school success.	
C. Promotes and supports parent/student/community involvement in the school.	
D. Shares leadership and decision-making.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A Director is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

<p>Descriptors for Performance Standard # 6</p>	<p>This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)</p>
<p>A. Participates in the research and development of district curriculum and programs.</p>	
<p>B. Supports district curriculum and program decisions with students, staff and the community.</p>	
<p>C. Aligns the educational programs, plans and actions to the district’s adopted curriculum and program.</p>	
<p>D. Provides professional development for the implementation of district curriculum and programs.</p>	
<p>E. Monitors the implementation of the adopted curriculum and programs.</p>	

Narrative:

MEETS DISTRICT STANDARD **DOES NOT MEET DISTRICT STANDARD**

STANDARD #7: ETHIC/INTEGRITY - A Director is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.³

Descriptors for Performance Standard # 7	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Demonstrates ethical, trustworthy, and professional behavior.	
B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	
C. Treats people fairly, equitably, and with dignity and respect.	
D. Applies policies and procedures in a fair and equitable manner.	
E. Demonstrates appreciation for and sensitivity to the diversity in the school community.	

Narrative:

MEETS DISTRICT STANDARD **DOES NOT MEET DISTRICT STANDARD**

³ The Director is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Director’s Job Description, and to comply with Board policies and the directions of the Superintendent.

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A Director is an educational leader who promotes positive public relations in the context of the school community.

Descriptors for Performance Standard # 8	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Serves as an effective spokesperson for the welfare of all members of the learning community.	
B. Promotes respect for diversity in the school and community environment.	
C. Engages in dialogue with other decision-makers to improve teaching and learning.	
D. Communicates clearly to the community about building/district issues and performance.	
E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.	
F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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OVERALL SUMMARY

Check (☑)one in each row

Standard	Meets District Standards	Does Not Meet District Standards
Standard #1—Vision		
Standard #2—School Culture for Learning		
Standard #3—School Management		
Standard #4—Academic Standards and Assessment		
Standard #5—Working with Parents and Community		
Standard #6—Administrative Team Member		
Standard #7—Ethics/Integrity		
Standard #8—Greater Political and Social Context		

<p>Significant Achievements:</p> <hr/> <hr/> <hr/> <p>Areas for Growth:</p> <hr/> <hr/> <hr/>

<p>Director's Comments:</p> <hr/> <hr/> <hr/> <p>Superintendent's Comments:</p> <hr/> <hr/> <hr/>

Director's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

PRINCIPAL EVALUATION INSTRUMENT

Name: _____ Evaluation Period: _____ - _____

STANDARDS OF PERFORMANCE

STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

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¹ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the descriptors for each standard at a satisfactory level.

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B. Articulates and promotes high expectations for teaching and student learning.	
C. Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.	
D. Creates symbols, ceremonies, and activities that support the vision and mission of the district.	
E. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.	

<p>Narrative:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Descriptors for Performance Standard # 2	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
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B. Recruits, interviews and recommends teachers and staff to support quality instruction.	
C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improvement of instruction. ²	
G. Engages in direct teaching in the classrooms.	
H. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	

I. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
J. Provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentation.	
K. Provides motivation and resources for faculty members to engage to professional-growth activities.	
L. Demonstrates awareness of professional issues and developments in education.	
M. Develops and revises as needed his/her own professional development plan for continued improved performance.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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² District requirements for frequency and procedures with regard to teacher evaluation may vary and substantially impact the interpretation of this indicator. The scale of descriptors describes a best-case scenario found to be consistent with existing board policy by the administration and legal counsel for the school district.

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principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

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B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: <ul style="list-style-type: none">• Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing care, patience and understanding toward students.• Serves as an advocate for students and communicates with them regarding their school life.• Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate.	
D. Uses effective communication skills with a variety of stakeholders in the operation of the school.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such	

problems where appropriate.	
G. Systematically collects and responds to staff, parent, and student concerns.	
H. Acknowledges appropriately the meaningful accomplishments of others.	
I. Addresses problems in a timely manner.	
J. Manages fiscal resources of the schools responsibly, efficiently and effectively.	
K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.	

Narrative:

MEETS DISTRICT STANDARD | **DOES NOT MEET DISTRICT STANDARD**

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards.

Descriptors for Performance Standard # 4	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“-I-” to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Demonstrates knowledge of academic standards.	
B. Ensures staff is informed of and incorporates academic standards in classroom.	
C. Incorporates the designated state and operational procedures are designed and managed to maximize opportunities for successful learning.	
D. Facilitates instructional program development based on trustworthy research and proven instructional practices.	
E. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.	
F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.	
G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.	
H. Provides for systematic, two-way communication with staff regarding the	

<p>achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.</p>	
<p>I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.</p>	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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Descriptors for Performance Standard # 5	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+“ to indicate above average performance and “-“ to indicate unsatisfactory performance)
A. Participates actively in the community.	
B. Engages the community to create shared responsibility for student and school success.	
C. Promotes and supports parent/student/community involvement in the school.	
D. Shares leadership and decision-making.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

<p>Descriptors for Performance Standard # 6</p>	<p>This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)</p>
<p>A. Participates in the research and development of district curriculum and programs.</p>	
<p>B. Supports district curriculum and program decisions with students, staff and the community.</p>	
<p>C. Aligns the educational programs, plans and actions to the district’s adopted curriculum and program.</p>	
<p>D. Provides professional development for the implementation of district curriculum and programs.</p>	
<p>E. Monitors the implementation of the adopted curriculum and programs.</p>	

Narrative:

MEETS DISTRICT STANDARD **DOES NOT MEET DISTRICT STANDARD**

STANDARD #7: ETHIC/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.³

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A. Demonstrates ethical, trustworthy, and professional behavior.	
B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	
C. Treats people fairly, equitably, and with dignity and respect.	
D. Applies policies and procedures in a fair and equitable manner.	
E. Demonstrates appreciation for and sensitivity to the diversity in the school community.	

Narrative:

MEETS DISTRICT STANDARD <input type="checkbox"/>	DOES NOT MEET DISTRICT STANDARD <input type="checkbox"/>
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³ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal’s Job Description, and to comply with Board policies and the directions of the Superintendent.

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

Descriptors for Performance Standard # 8	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor (“+” to indicate above average performance and “-” to indicate unsatisfactory performance)
A. Serves as an effective spokesperson for the welfare of all members of the learning community.	
B. Promotes respect for diversity in the school and community environment.	
C. Engages in dialogue with other decision-makers to improve teaching and learning.	
D. Communicates clearly to the community about building/district issues and performance.	
E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.	
F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	

Narrative:

MEETS DISTRICT STANDARD **DOES NOT MEET DISTRICT STANDARD**

OVERALL SUMMARY

Check (☑)one in each row

Standard	Meets District Standards	Does Not Meet District Standards
Standard #1—Vision		
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Standard #3—School Management		
Standard #4—Academic Standards and Assessment		
Standard #5—Working with Parents and Community		
Standard #6—Administrative Team Member		
Standard #7—Ethics/Integrity		
Standard #8—Greater Political and Social Context		

<p>Significant Achievements:</p> <hr/> <hr/> <hr/> <p>Areas for Growth:</p> <hr/> <hr/> <hr/>

<p>Principal's Comments:</p> <hr/> <hr/> <hr/> <p>Superintendent's Comments:</p> <hr/> <hr/> <hr/>
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Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Appraisal of the Superintendent of Lincoln Public Schools

SUPERINTENDENT EVALUATION ACTION TIMELINE

The evaluation process will be conducted twice annually in December and June unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

1. The Board President shall notify Board Members that the evaluation is scheduled and that they will receive a copy of the instrument. Each Board member will be asked to complete the instrument and submit to the President or bring to the meeting. Board Members who would like to submit an electronic copy may do so upon request.
2. The Superintendent will submit a self-evaluation to the Board.
3. A closed session will be scheduled at which time the Superintendent and the Board will be given time to generally discuss work progress and concerns.
4. The Board President will preside over discussions of the individual evaluations and work towards the development of a consensus of the Board.
5. An evaluation conference will be scheduled with the Superintendent within two (2) weeks following the evaluation meeting. A written summary representing Board member consensus will be provided.
6. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.
7. The completed document will be signed by the Board President and the Superintendent and will be placed on file.
8. The Board and Superintendent will annually schedule a retreat to revise or create performance goals.

<i>Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a √ in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation.</i>				
SECTION A: RELATIONSHIP WITH THE BOARD	EXCEEDS	MET	UNMET	COMMENTS
Provides Regular updates regarding district matters.				
Provides opportunities to learn about function of schools and programs through site visits, presentations, and reading materials to the Board.				
Provides adequate meeting materials and background information				
Responds to Board Member questions thoroughly and shares information with the entire board in a timely manner.				
Invites Board participation in district activities.				
Assists in development, recommendation, and administration of policies.				
Encourages Board development.				
Works with the Board to establish goals and plans for the future.				
Openly accepts Board input and is responsive to Board directions.				
Alerts the Board about significant media contacts with district personnel and other newsworthy district activities, reports, and incidents.				

Lincoln Public Schools District
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SECTION A - PAGE 2 CONTINUED RELATIONSHIP WITH THE BOARD	EXCEEDS	MET	UNMET	COMMENTS
Implements meeting responsibilities by preparing the agenda, attending and participating in Board meetings, serving as ex-officio member of all committees, and offering professional guidance, recommendations, or assistance.				
Works to engender a collaborative working relationship with the Board.				
Additional Comments:				

<i>Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a ✓ in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation</i>				
SECTION B: COMMUNITY RELATIONS	EXCEEDS	MET	UNMET	COMMENTS
Projects a positive image of the school district.				
Continually identifies all stakeholder groups and establishes open two (2)way lines of communication				
Maintains good media relations.				
Encourages collaborative relationships with neighborhoods, business, industry, government, and labor.				
Is "approachable" by members of the community.				
Prepares a quality annual report and shares it with the community.				
Additional Comments:				

<i>Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a ✓ in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation.</i>				
SECTION C: SUPERINTENDENT/STAFF RELATIONSHIPS	EXCEEDS	MET	UNMET	COMMENTS
Communicates effectively with staff regarding current and new trends in education, programs, procedures, and policies.				
Demonstrates objectivity in personnel matters.				
Ensures evaluation of personnel will be consistent with policies and law.				
Shows concern for the welfare of staff.				
Delegates both responsibility and authority.				
Provides staff recognition for contribution(s) towards the betterment of educational outcomes.				
Recruits competent staff.				
Promotes sound collective bargaining relations.				
Involves the staff in strategic planning.				
Fosters team spirit and is "a part of the team."				
Visits buildings and programs on a regular basis.				
Additional Comments:				

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a ✓ in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation

SECTION D: BUSINESS AND FINANCE	EXCEEDS	MET	UNMET	COMMENTS
Seeks Board input and recommends appropriate budgets and any subsequent budget revisions to the Board.				
Ensures complete financial controls/audits.				
Regularly reports to the Board on district budget and finances.				
Informs the Board on current or proposed funding issues.				
Develops facilities management plans and procedures.				
Seeks alternative funding sources.				
Ensures the efficient alignment of district resources with district goals.				
Additional Comments:				

<i>Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a √ in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation</i>				
SECTION E: LEADERSHIP	EXCEEDS	MET	UNMET	COMMENTS
Projects a strong leadership image.				
Demonstrates enthusiasm in carrying out job responsibilities.				
Demonstrates knowledge of procedural aspects of the job.				
Seeks to learn and improve.				
Keeps the focus on student learning.				
Demonstrates awareness and implements current research and best practices.				
Promotes cultural competency for the district.				
Facilitates development and implementation of long and short-term educational goals for the district.				
Ensures the District develops, maintains, and evaluates an effective curriculum that reflects the changing needs of students and society.				
Promotes staff growth to improve educational quality for all students.				
Additional Comments:				

<i>Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a \checkmark in the column of the appropriate ranking for each goal. EXCEEDS = Exceeds District Expectations; MET = Meets District Expectations; UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation</i>				
SECTION F: PERSONAL TRAITS	EXCEEDS	MET	UNMET	COMMENTS
Elicits respect in the community, schools, and among peers.				
Accepts constructive criticism and responds appropriately.				
Writes and speaks clearly and effectively.				
Is assertive, but tactful.				
Maintains poise and composure in the face of crisis/criticism.				
Is business like and professional in appearance.				
Projects a caring attitude.				
Displays a sense of humor.				
Demonstrates good listening skills.				
Additional Comments				

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent. Place a √ in the column of the appropriate ranking for each goal. Please note: Any goal marked as "Exceeds" or "Unmet" must be accompanied by written documentation. These goals/job targets should be reviewed annually at a Board Retreat. The Board notes that meeting some of the specific dates is not solely within the Superintendent's control..

SECTION G: LEADERSHIP GOALS/JOB TARGETS	EXCEEDS	MET	UNMET	COMMENTS
1. Develop and implement a strategy for effective advocacy at local, state and national levels by June 1, 2012 - with update prior to the start of the January 2012 session of the Nebraska Legislature..				
2. Based on comprehensive site-based management review, make recommendations by Dec. 1, 2011.				
3. Conduct a review and make recommendations about school district assessment practices by June 30, 2012.				
4. Plan for the succession of leadership in the Lincoln Public Schools organization with updates to the Lincoln Board of Education.				
5. Develop prudent, efficient budgets that align with Lincoln Public Schools strategic plan with a report by June 30, 2012.				
6. Develop - with the Lincoln Board of Education - a performance pay strategy for the superintendent (by June 15, 2012).				

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SECTION G: PAGE 2 - CONTINUED. LEADERSHIP GOALS/JOB TARGETS	EXCEEDS	MET	UNMET	COMMENTS
Additional Comments:				

Please complete the appraisal instrument and return to the Board President _____

Complete form no later than: _____