

Nebraska Model Evaluation School Administrator Evaluation

South Sioux City Community School District

Principal/Administrator Name:

Assignment:

School(s):

Evaluator:

School Year:

Probationary

Permanent

Year 1

Year 2

Year 3

Semester 1 (Formative – Ratings Required)

Formative (Ratings optional)

Semester 2 (Formative – Ratings Required)

Summative (Ratings Required)

Part I: Nebraska Effective Practices

Probationary principals or school/district administrators are rated on the Effective Practices each semester based on at least one formal on-site observation and such other observation data or artifacts as may have been collected. Permanent administrators are rated on the Effective Practices at the end of their summative year.

EFFECTIVE PRACTICE: (1) Vision For Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.
<input type="checkbox"/> Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Unsatisfactory	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (2) Developing Relationships. The Principal promotes and supports productive relationships with students, staff, families, and the community.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.
<input type="checkbox"/> Proficient	The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.
<input type="checkbox"/> Basic	The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts maybe haphazard or less than fully effective. . As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.
<input type="checkbox"/> Proficient	The principal leads a systematic continuous school Improvement process that consistently results In Improved student performance and school effectiveness.
<input type="checkbox"/> Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.
<input type="checkbox"/> Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.
<input type="checkbox"/> Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.

<input type="checkbox"/> Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.

Narrative Feedback (required for Basic or Unsatisfactory rating)	

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Proficient	The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.

Narrative Feedback (required for Basic or Unsatisfactory rating)	

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.
<input type="checkbox"/> Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.
<input type="checkbox"/> Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.

Narrative Feedback (required for Basic or Unsatisfactory rating)	
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EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Proficient	The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Basic	The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive.

Narrative Feedback (required for Basic or Unsatisfactory rating)

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EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Basic	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

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Summary of Effective Practices

Areas of Strength:

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Areas for Development

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- Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)
- Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective practices)

Part II: Principal/Administrator Action Plans. Combined rating. For probationary principals/administrators, Action Plans are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference. For permanent administrators, Action Plans are reviewed at the annual conference.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or School District performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> Proficient	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> Basic	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> Unsatisfactory	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.

Narrative Feedback (required for Basic or Unsatisfactory rating)

- Plan for Improvement attached (Required for rating of "Basic")
- Plan of Assistance attached (Required for rating of "Unsatisfactory")

Part V: Overall Rating - An overall rating is provided in the second semester conference only for probationary principals/administrators. For permanent administrators, an overall rating is provided at the final conference of the summative year.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.

<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Plan for Improvement attached (required for Overall rating of "Basic")

Plan of Assistance attached (required for Overall rating of "Unsatisfactory")

Evaluator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Principal/Administrator Signature: _____ Date: _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.