



NEBRASKA DEPARTMENT OF EDUCATION

PRINCIPAL STANDARDS

MARCH 16, 2011

Nebraska Principal Standards Stakeholders Group

Becky Schnabel, Coordinator of Student Services - University of Nebraska, Omaha, Representing the Nebraska Council on Teacher Education

Bob Uhing, Administrator - Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

Brian Hale, Director - Nebraska Association of School Boards

Brian Halstead, Assistant Commissioner - Nebraska Department of Education

Carla Noerrlinger, Director of Research and Special Projects - Omaha Public Schools

Cindy Serfass, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

Dan Ernst, Associate Executive Director - Nebraska Council of School Administrators

Donlynn Rice, Curriculum and Instruction Administrator - Nebraska Department of Education

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Janice Garnett, Assistant Superintendent - Omaha Public Schools

Jay Sears, Representing Nebraska State Education Association Instructional Advocacy

Jim Havelka, Havelka Educational Services, LLC, Nebraska Department of Education Contractor

Joan Reznicek, Superintendent - Red Cloud Community Schools, Representing Nebraska Rural Community Schools Association

Jodi Kupper, Dean of the School of Education - Peru State College, Representing the Nebraska Professional Practices Commission

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Jon Fisher, Administrator - Educational Service Unit 4, Representing the Educational Service Unit Coordinating Council

Jon Habben, Executive Director - Nebraska Rural Community Schools Association

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Larry Dlugosh, Educational Administration Chairperson/Professor - University of Nebraska, Lincoln

Marilyn Peterson, Data and Federal Programs Administrator - Nebraska Department of Education

Matt Blomstedt, Executive Director - Educational Service Unit Coordinating Council

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Pat Madsen, Adult Program Services Specialist - Nebraska Department of Education

Pat Roschewski, Director of Statewide Assessment - Nebraska Department of Education

Renee Hyde, Assistant Superintendent - Papillion LaVista Public Schools, Representing the Nebraska Association of Personnel Administrators

Roger Breed, Commissioner - Nebraska Department of Education

Scott Swisher, Deputy Commissioner - Nebraska Department of Education

Sharon Katt, Adult Program Services Administrator - Nebraska Department of Education

Steve Sexton, Superintendent - Fremont Public Schools, Representing the Greater Nebraska Schools Association

Tiffany Heese, Principal - Winnebago Elementary School, Representing the Nebraska State Education Association

Tim Kwapnioski, Principal - Bel Air Elementary, Norfolk Public Schools, Representing the Nebraska Council of School Administrators Legislative Committee

Nebraska Principal Standards Drafting Committee

Nancy Biggs, Associate Superintendent of Human Resources - Lincoln Public Schools, Representing the Nebraska Association of Personnel Administrators

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Brenda Brokenicky, Fremont Parent Teacher Association, Representing the Nebraska Parent-Teacher Association

Diana Casey, 3rd Grade Teacher - Ashland Park-Robbins Elementary, Omaha Public Schools, Representing the Nebraska State Education Association

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Rod Engle, Principal - Hamlow Elementary, Waverly Public Schools, Representing the Nebraska Council of School Administrators

Linda Freye, Kindergarten Teacher - Maxey Elementary, Lincoln Public Schools, Representing the Nebraska State Education Association

Deborah Frison, Principal - Omaha Burke High School, Representing Omaha Public Schools

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Don Loseke, Accreditation and School Improvement Management Consultant - Nebraska Department of Education

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Nebraska Principal Standards Drafting Committee (Continued)

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Jennifer Mitzelfelt, Fremont Parent-Teacher Association, Representing the Nebraska Parent-Teacher Association

Mark Murphy, Elementary Principal - Centennial Public Schools, Representing the Nebraska Council of School Administrators

Kevin Peters, Certification Director - Nebraska Department of Education

Carol Rempp, Multicultural/Diversity Education Coordinator - Nebraska Department of Education

Donlynn Rice, Curriculum and Instruction Administrator - Nebraska Department of Education

Keith Rohwer, Dean of Teacher Education - Midland Lutheran College, Representing the Nebraska Council on Teacher Education

Jay Sears, Representing the Nebraska State Education Association Instructional Advocacy

Ed Scantling, Dean - University of Nebraska - Kearney, Representing Colleges/Universities

Mary Schlieder, High School Teacher - Norris Public Schools, Representing the Nebraska State Education Association

Randy Schlueter, Principal - Beatrice Middle School, Representing the Nebraska Council of School Administrators

Becky Schnabel, Coordinator of Student Services - University of Nebraska - Omaha, Representing the Nebraska Council on Teacher Education

Neil Schnoor, Dean of the School of Education and Counseling - Wayne State College, Representing Colleges/Universities

Cindy Serfass, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

Rob Slauson, Principal - Southwest High School, Lincoln Public Schools, Representing the Nebraska Council of School Administrators

Dean Tickle, Principal - Lexington Middle School, Representing the Nebraska Council of School Administrators

Beth Zillig, Title 1 Consultant - Nebraska Department of Education

Nebraska Principal Standards

Standard 1: Vision - The Principal establishes and communicates a shared vision for teaching and learning which (results in) (focus on) improved student performance and school effectiveness.

Indicators: The Principal-

- Engages diverse groups to develop and implement a shared vision and mission;
- Aligns the vision, mission, and goals to district, state and federal policies;
- Builds consensus on a vision that reflects the core values of the school community;
- Communicates the vision in order to establish goals and high expectations which guide the daily practices and decisions of the school community; and
- Systematically reviews the vision and mission and revises as appropriate.

Standard 2: Continuous Improvement - The Principal leads a continuous school improvement process that focuses on improved student performance and school effectiveness.

Indicators: The Principal-

- Maintains a rich and current description of students, their performance, school effectiveness, and the school community;
- Analyzes and uses student achievement data to make shared decisions in the school improvement process;
- Engages a diverse group of school and community members in the continuous school improvement process;
- Develops and implements a strategic school improvement plan aligned with district, state and federal policies
- Obtains and Allocates resources to support the work of continuous improvement.
- Utilizes technology to increase effectiveness and efficiency;
- Creates organizational structures to share ideas and knowledge, develop and implement effective approaches, and analyze student performance;
- Monitors and evaluates progress and revises plans accordingly, and
- Uses the continuous improvement plan to guide professional development.

Standard 3: Instructional Leadership - The Principal provides leadership to ensure that students receive a rigorous and relevant curriculum through the implementation of a comprehensive instructional program that employs effective teaching practices and accountability for results.

Indicators: The Principal-

- Monitors the process of aligning content standards, curriculum objectives, instructional strategies, and assessment practices;
- Implements a performance evaluation system and supports professional development for staff based on a common instructional language and effective teaching practices;
- Promotes teaching practices based on sound pedagogy and a variety of instructional strategies and interventions to meet the learning needs of students of all abilities;
- Ensures that instructional content reflects the perspectives of a diverse society.
- Evaluates the curriculum and instructional program based on the analysis of data from multiple assessments of students performance, and ;
- Assumes responsibility for the improvement of student learning in his/her school and holds staff accountable for student achievement in their areas of responsibility.

Standard 4: Culture for Learning - The Principal advocates, nurtures, and sustains a school culture that enhances the academic, social, and emotional growth of all students.

Indicators: The Principal-

- Initiates and maintains a positive and productive culture of collaboration and collegiality among staff;
- Provides full and equitable access to educational programs, curricula, and extracurricular opportunities that address the diverse needs, interests, and abilities of all students;
- Fosters a culture of high expectations for self, student, and staff performance;
- Provides leadership for assessing and improving school climate and culture;
- Promotes the use of multiple indicators of student success in order to encourage the development of the whole child;
- Identifies barriers to students learning and devises strategies to reduce or eliminate them;
- Nurtures an environment of respect and rapport based on clear guidelines for appropriate behavior, and;
- Is highly visible and engaged in the activities of the school and recognizes the accomplishments of students and staff.

Standard 5: Systems Management - The Principal manages the organization, operations, and resources of the school to provide for a safe, efficient, and effective learning environment for all students and staff.

Indicators: The Principal-

- Monitors and maintains the site, facilities, services and equipment to provide a safe and orderly environment for all occupants;
- Protects instructional time by developing and managing procedures to provide a safe school environment and to maximize learning;
- Allocates and monitors financial, material, and human resources to support the educational program and to implement improvement plans;
- Collaborates with internal and external audiences to provide a safe school environment;
- Identifies and resolves problems, manages conflict, and builds consensus to achieve efficient operation of the school;
- Effectively uses technology to manage school operations, and
- Compiles with local, state, and federal policies, laws, and regulations.

Standard 6: Staff Leadership - The Principal implements effective practices to select, develop, support, and lead high quality teachers and other personnel.

Indicators: The Principal-

- Uses effective human resource practices in order to attract, develop, and retain high quality staff and to provide a productive and equitable work environment ;
- Mentors and guides emerging staff leaders in order to build leadership capacity within the school community;
- Supervises staff based on high performance expectations that are consistent with recognized best practices and professional standards;
- Coaches all staff members to improve performance and holds them accountable for results;
- Models and encourages continuous learning for staff and provides professional development opportunities for teachers and other staff;
- Shares leadership and decision-making with others, and;
- Builds and sustains professional relationships with staff.

Standard 7: Building Relationships - The principal creates and nurtures productive relationships with students, staff, families, and the community

Indicators: The Principal-

- Builds relationships that support the school and its vision;
- Understands, appreciates, and uses the community's diverse cultural, social and intellectual resources to strengthen the school community;
- Engages active family and community participation in the learning process;
- Maintains positive community and media relations;
- Creates strategic partnerships with community resources to meet students needs;
- Communicates the roles of family and community in supporting improved student performance, and
- Builds understanding of diversity among staff and students to create an appreciation of a global society.

Standard 8: Ethics and Integrity - The Principal acts with integrity, fairness and in an ethical manner.

Indicators: The Principal-

- Protects the rights and confidentiality of students and staff;
- Models and articulates reflective practice, transparency, and ethical behavior;
- Expects that others in the school community will demonstrate integrity and exercise ethical behavior and holds them accountable for doing so;
- Treats everyone with dignity and respect;
- Makes decisions that are just, fair and equitable;
- Manages school resources ethically, legally, efficiently and effectively;
- Recognize, advocate and support attitudes, behaviors, knowledge, and skills necessary for staff to work effectively and respectfully with all individuals, and
- Promotes and models ethical and responsible social interactions related to the use of technology.

Standard 9: Policy Engagement/Advocacy - The Principal positively interacts with and responds to the political, social, economic, legal and cultural systems affecting education.

Indicators: The Principal-

- Advocates for support structures that meet the needs of all students;
- Implements procedures that reduce or eliminate barriers to achievement;
- Understands School Law and its impact on staff, students, and families;
- Guides and influences policy makers as they craft or modify regulations, policies, and laws that impact schools;
- Participates actively in the local community to build support for students, staff and the school, and;
- Develops procedures for the use and implementation of educational technology among staff, students and the school community;