PRINCIPAL OR SCHOOL /DISTRICT ADMINISTRATOR FORMATIVE/SUMMATIVE EVALUATION

District Name: Click here to enter text.

ADMINISTRATOR INFORMATION

Principal/Administrator name: Click here to enter text.   Assignment: Click here to enter text.

School(s) 1. Click here to enter text.

           2. Click here to enter text.   Evaluator: Click here to enter text.

           3. Click here to enter text.   School Year: Click here to enter text.

☐ Probationary

    ☐ Year 1 ☐ Year 2 ☐ Year 3 (Locally determined)

      ☐ Semester 1 (Formative-Ratings required)

      ☐ Semester 2 (Summative-Ratings required)

☐ Permanent

☐ Formative (Ratings optional)

☐ Summative (Ratings required)

Part I: Nebraska Effective Practices. Probationary principals or school/district administrators are rated on the Effect[ive] Practices each semester based on at least one formal on-site observation and such other observation data or artifacts as ma[y 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 uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

Evaluator Rating	Description
☐ Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.
☐ Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.
☐ 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 and set of core values designed to result in improved student achievement and enhanced student well-
☐ Unsatisfactory	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

Evaluator Rating	Description
☐ Exemplary	The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.
☐ Proficient	The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.
☐ Basic	The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student's academic success and well-being is not fully realized.
☐ 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. The principal fails to build support for the school's vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student's academic success and well-being.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Evaluator Rating	Description
☐ Exemplary	In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school effectiveness.
☐ Proficient	The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.
☐ Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.
☐ 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)	
Click here to enter text.	

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 each student's academic success and well-being.

Evaluator Rating	Description
☐ Exemplary	The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.
☐ Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
☐ Basic	he principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
☐ Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text	

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

Evaluator Rating	Description
☐ Exemplary	The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
☐ Proficient	The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
☐ Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.
☐ Unsatisfactory	The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school's vision and core values. The principal's personnel practices are ineffective, and a high functioning professional community has not been formed.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

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
☐ 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, highly efficient, and in accordance with the vision of the school.
☐ 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 in accordance with the vision and core values of the school.
☐ 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 in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
☐ 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)	
Click here to enter text.	

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
☐ Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
☐ Proficient	The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
☐ Basic	The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.
☐ Unsatisfactory	The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

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 and core values of the school.	
Evaluator Rating	**Description**
☐ Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.
☐ 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 and core values of the school.
☐ 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.
☐ 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)	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES:

Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

☐   Plan for Improvement (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

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
☐ 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.
☐ 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.
☐ 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.
☐ 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)	
Click here to enter text.	

☐   Plan for Improvement attached (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach plan)

Evaluator Rating	Description
☐ Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
☐ Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
☐ Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
☐ Unsatisfactory	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

☐   Plan for Improvement attached (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

Part IV: Local District Standards (Optional). Local standards may be evaluated in either or both semesters.

Local District Standards Meets District Standards	Meets District Standards	
☐	☐ YES	☐ NO

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
☐ 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.
☐ 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.
☐ 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."
☐ 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.

Evaluator's Comments:
Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

☐   Plan for Improvement (Optional)

☐   Plan for Assistance

Principal/Administrator Signature: _____

                                                     Date: _____

Evaluator 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.