

|| NEBRASKA FRAMEWORK LEVELS OF PERFORMANCE: PRINCIPAL EVIDENCE

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.		
Performance Level Performance Description	Example Behaviors	Sources of Evidence
<p>Vision for learning 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (1.a, 1.b). • Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being (1.c). • Diligently and effectively uses the vision and core values to collaboratively develop rigorous and measurable goals for teaching and learning (1.d). • Diligently and effectively designs and implements instructional and organizational practices aligned to the vision and core values of the school (1.d). • Builds ownership and a sense of efficacy in staff as they work toward goal achievement (1.f). • Diligently models and pursues the school’s vision and core values in all aspects of leadership, using the school’s vision as the basis for decision-making (1.g). • Ensures the vision and core values are aligned to district, state, and federal policies. • Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (1.e). <ul style="list-style-type: none"> – Systematically and comprehensively analyzes varied sources of information about the school’s demographics, current practices, and outcomes to inform the vision and core values of the school. 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Evidence of other stakeholders as well as staff knowing the vision • School vision, core values, and mission statements • Sources of communication-meeting agendas- newsletter items • Accreditation or documentation from AdvancEd perceptual survey data (important for many standards) • Sources of communication • Evidence of collaborative stakeholder engagement

Performance Level Performance Description	Example Behaviors
<p>Vision for Learning Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school. • Widely communicates the vision and core values in order to establish high expectations for student performance and well-being. • Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning. • Designs and implements instructional and organizational practices aligned to the vision and core values of the school. • Models and pursues the school’s vision and core values in all aspects of leadership, and uses them as a basis for decision-making. • Ensures that the vision and core values are aligned to district, state, and federal policies. • Systematically reviews the vision and core values and revises as appropriate. <ul style="list-style-type: none"> – Analyzes varied sources of information about the school’s demographics, current practices, and outcomes to inform the vision and core values of the school.
<p>Vision for Learning Basic</p> <p>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-being.</p>	<ul style="list-style-type: none"> • Collaborates sporadically with members of the school community in order to build commitment to the school’s vision and core values. • Communicates the vision and core values to the school and community on a limited basis • Ineffectively uses the vision and core values to establish goals for teaching and learning. • Inconsistently designs and implements instructional and organizational practices aligned to the vision and core values of the school. • Inconsistently models and pursues the school’s vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making. • May not ensure that the vision and core values are aligned to district, state, and federal policies. • Is not systematic in reviewing and revising the vision and core values of the school. <ul style="list-style-type: none"> – Conducts a limited analysis of information about school demographics, practices and outcomes, in order to develop the school’s vision and core values.
<p>Vision for Learning Unsatisfactory</p> <p>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.</p>	<ul style="list-style-type: none"> • Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the school. • Ineffectively communicates the vision and core values of the school to the staff and community. • Fails to use the vision and core values to establish goals for teaching and learning. • Fails to design and implement instructional and organizational practices aligned to the vision and core values of the school. • Fails to model and pursue the school’s vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making. • Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies. • Haphazardly reviews and revises the vision and core values. <ul style="list-style-type: none"> – Unilaterally develops the vision and core values or bases them on limited information and perspective.

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.

Performance Level Performance Description	Example Behaviors	Sources of Evidence
<p>Developing Relationships 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. (8.b; 8.h; 8.i) • Is highly approachable, accessible, and welcoming to families and members of the community. (8.a) • Employs a wide variety of effective communication strategies, both personal and public, to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school. (8.c, 8.e) <ul style="list-style-type: none"> – Ensures a wide range of diverse perspectives on school issues. • Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity. • Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being. (8.e; 8.h) <ul style="list-style-type: none"> – Promotes the school as a community center and resource for families and community members, and develops programs and activities to enhance family and community member commitment to the school. (8.g) – Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the school. (8.d) – Has a deep understanding of the community's culture and how it impacts student learning. (8.f) – Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the school and improve learning opportunities for students. (8.f) – Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the school and its students. (8.j) 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Perception surveys • Artifacts of gaining stakeholder input (formal and informal) • Communication examples • School climate survey • Community Involvement evidence • Stakeholder Involvement evidence

Performance Level Performance Description	Example Behaviors
<p>Developing Relationships Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. • Is approachable, accessible, and welcoming to families and members of the community. • Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school. <ul style="list-style-type: none"> – Seeks a range of diverse perspectives on school issues. • Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school. • Encourages active family and community participation in the learning process to support student academic success and well-being. <ul style="list-style-type: none"> – Promotes the school as a community center and resource for families and community members. – Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school. – Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning. – Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement. – Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.
<p>Developing Relationships Basic</p> <p>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.</p>	<ul style="list-style-type: none"> • Attempts to engage in conversations and other activities throughout the school and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities. • Is generally approachable, accessible, and welcoming to families and members of the community. • Employs some effective personal and public communication strategies and provides information to staff and families, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives. • Works at developing an environment of respect and understanding within the school, but efforts are inconsistent or not fully effective. • Makes some effort to engage families and the community in the learning process, but a stronger effort is needed in order to achieve effective results. <ul style="list-style-type: none"> – Beginning to promote the school as a community center and resource for families and community members. – Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the school. – Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective. – Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the school and promote student learning and well-being. – Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the school.

Performance Level Performance Description	Example Behaviors
<p>Developing Relationships 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.</p>	<ul style="list-style-type: none"> • Fails to build family and community relationships that support the vision and core values of the school. • Often fails to be approachable, accessible, and welcoming to families and members of the community. • Employs a limited number of personal and public communication strategies, communication is primarily one way, and the principal does little to seek diverse perspectives. • Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the school and between school and community are often negative. • Only limited efforts are made to engage families and the community in the learning process. <ul style="list-style-type: none"> – Has not developed the school as a community center or resource for families and community members. – Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the school. – Makes little use of the community's cultural, social, and intellectual resources. – Is not particularly aware of the community's culture and makes little effort to increase his/her understanding. – Has limited contact with community leaders and makes little effort to build partnerships.

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.		
Performance Level	Example Behaviors	Sources of Evidence
<p>Performance Description</p> <p>Continuous School Improvement 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information. (10.a, 10.b, 10.g) • Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. (10.d, 10.c) <ul style="list-style-type: none"> – Fosters the development of action plans that include research-based instructional practices to improve teaching and learning. (10.e) – Ensures that team and individual teacher goals are systematically aligned with building improvement plans and are frequently monitored to ensure improved student learning. (10.h) • Aligns extensive professional development efforts with the school improvement plan, and focuses on changing adult behaviors that lead to higher levels of student learning. (10.f) <ul style="list-style-type: none"> – Strategically promotes leadership and builds capacity among teachers and staff. (10.j) • Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments. (10.a, 10.b) <ul style="list-style-type: none"> – Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. (10.c) – Ensures alignment of building improvement plans with state and federal requirements. (10.h) • Uses technology in innovative ways to increase school efficiency and effectiveness. (10.g) • Effectively leads the process of change within the school, including managing uncertainty and risk and the politics of change. (10.i) • May serve as a resource for other schools in school improvement plan development, implementation, and monitoring. 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Data analysis processes • Results of student performance • Data, instruction, goals, and professional development and action plans all aligned • Norm and criterion-referenced data, other school and community information • Copy of school improvement plan • Calendar showing time for teacher collaboration • Walk-through data • External review report • SLO feedback/conversations • Faculty meeting agendas • Student achievement data • External review report • Evaluation report

Performance Level Performance Description	Example Behaviors
<p>Continuous School Improvement Proficient</p> <p>The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.</p>	<ul style="list-style-type: none"> • Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making. • Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. <ul style="list-style-type: none"> – Creates action plans that include research-based instructional practices to improve teaching and learning. – Ensures that team and individual teacher goals are systematically aligned with building improvement plans. • Aligns professional development efforts with the school improvement plan. <ul style="list-style-type: none"> – Promotes leadership and builds capacity among teachers and staff. • Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments. <ul style="list-style-type: none"> – Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. – Ensures alignment of building improvement plans with state and federal requirements. • Uses technology to increase school efficiency and effectiveness. <ul style="list-style-type: none"> – Effectively manages the process of change within the school.
<p>Continuous School Improvement Basic</p> <p>The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.</p>	<ul style="list-style-type: none"> • Collects and reviews a limited amount of student achievement and behavioral data to identify improvement efforts, and infrequently utilizes results to inform decision-making. • Collaborates on a limited basis with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. <ul style="list-style-type: none"> – Creates action plans that may or may not include research-based instructional practices to improve teaching and learning. – Attempts to ensure that team and individual teacher goals are aligned with building improvement plans, but may do so inconsistently. • Attempts to build the capacity of staff through professional development efforts that align with the school improvement plan. <ul style="list-style-type: none"> – Is less than fully effective in promoting leadership among teachers and staff. • Infrequently monitors and analyzes progress on the school improvement plan, and makes limited appropriate adjustments. <ul style="list-style-type: none"> – Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. – Aligns the school improvement plan only partially with district, state, and federal requirements. • Makes some use of technology, which may or may not increase school efficiency and effectiveness. <ul style="list-style-type: none"> – Is less than fully effective in managing the process of change within the school.

Performance Level Performance Description	Example Behaviors
<p>Continuous School Improvement Unsatisfactory</p> <p>The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.</p>	<ul style="list-style-type: none"> • Fails to collect and review student achievement and behavior data to identify improvement efforts and/or inform decision making. • Fails to collaborate effectively with the school community to set goals, develop, implement, and monitor action plans. <ul style="list-style-type: none"> – Approves action plans that may not include research-based instructional practices to improve teaching and learning. – Makes little attempt to ensure that team and individual teacher goals are aligned with building improvement plans. – Ineffectively collaborates with staff throughout the continuous improvement process. • Makes little attempt to build the capacity of staff through professional development efforts that align with the school improvement plan. • Is not effective in promoting leadership among teachers and staff. • Rarely monitors and analyzes progress on the improvement plan. <ul style="list-style-type: none"> – Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement – Fails to align the building school improvement plan with district, state, and federal requirements. • Makes little use of technology to increase school efficiency and effectiveness. <ul style="list-style-type: none"> – Is not effective in managing the process of change within the school.

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.		
Performance Level	Example Behaviors	Sources of Evidence
Performance Description Instructional Leadership 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.	The principal typically displays these or similar behaviors. <ul style="list-style-type: none"> • Works extensively with staff to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs. <ul style="list-style-type: none"> – Ensures that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. (4.a) – Coordinates extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. (4.b) – Ensures efficient use of data to inform instructional decisions to meet the needs of all learners. (4.g) • Effectively monitors instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices. <ul style="list-style-type: none"> – Ensures systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation. – Promotes consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. (4.c, 4.d) – Ensures that instructional practice is intellectually challenging, differentiated, and personalized. (4.c, 4.d) – Ensures that assessments are technically sound and consistent with best practices. (4.f) • Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes. • Prioritizes protection of instructional time in order to maximize learning. (9.e) 	Sources of evidence are not limited to these examples. <ul style="list-style-type: none"> • Walk-throughs, conferences • Common language • Fidelity checklists • Principal attendance at PD • Principal professional development activities • Participate in grade level meetings • Walk-through data • Teacher Improvement plan • Alignment documents /periodic review • Data-loop to teacher PD • Attendance records • Grade level meeting • Improvement plans • Alignment documents • Board Reports

Performance Level Performance Description	Example Behaviors
<p>Instructional Leadership Proficient</p> <p>The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> – Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. – Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. <ul style="list-style-type: none"> – Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation. – Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. – Supports that instructional practice is intellectually challenging, differentiated, and personalized. – Supports employment of assessments that are technically sound and consistent with best practices. • Holds self and staff accountable for the growth of student achievement across the curriculum. • Protects instructional time in order to maximize learning.
<p>Instructional Leadership Basic</p> <p>The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Works intermittently with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> – Does not consistently ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. – Inconsistently coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Inconsistently monitors instructional practices and may not use collected data to inform instructional decision-making. <ul style="list-style-type: none"> – Is inconsistent in communication with staff on the improvement of curricular, instructional, and assessment programs. – Demonstrates limited knowledge of curriculum and research-based instructional practices. – Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized. – May not always ensure or support employment of assessments that are technically sound and consistent with best practices. • Only intermittently holds self and staff accountable for the growth of student achievement across the curriculum. • Makes limited efforts to protect instructional time.

Performance Level Performance Description	Example Behaviors
<p>Instructional Leadership Unsatisfactory</p> <p>The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Works ineffectively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> – Does not ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. – Fails to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Collects student data for reporting purposes, but fails to use it to inform instructional decision-making or improve achievement. <ul style="list-style-type: none"> – Rarely communicates with staff on the improvement of the curricular and instructional program. – Demonstrates very limited knowledge of curriculum and research-based instructional practices. – Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized. – Fails to ensure or support employment of assessments that are technically sound and consistent with best practices. • Rarely holds self and staff accountable for the growth of student achievement across the curriculum. • Makes little effort to protect instructional time.

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.		
Performance Level	Example Behaviors	Sources of Evidence
<p>Performance Description</p> <p>Staff Leadership 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> ● Expectations for all staff are clear and consistent and support the school vision and core values. <ul style="list-style-type: none"> – Consistently empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. (7.b; 7.c) – Holds each staff member accountable for student success based on high expectations and professional standards. (7.d) ● The school's vision and core values form the basis for effective recruitment, selection, and development of staff. (6.a) ● Participates in activities that encourage the entrance of high-quality candidates into the education profession. (6.a) <ul style="list-style-type: none"> – Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (6.b) – Uses technology to make personnel practices more effective and to identify exceptional candidates for both teaching and support positions. ● Builds exemplary workplace conditions that promote a professional community that emphasizes professional development, sound instructional practices, and student learning. (6.f; 7a; 7.c) ● Models continuous learning and professional growth for staff. (6.i) <ul style="list-style-type: none"> – Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. (6.d; 7.e; 7.g; 7.f) – Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. (6.c) – Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. (6.g) – Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. (6.e) ● Is sought out by other administrators for guidance and effective models of staff leadership. 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> ● Minutes and notes from meetings ● Action Plans ● Teacher evaluations and growth plans ● Student learning outcomes ● Walk-through data ● Staff retention levels ● Building level safety document handbooks ● Mentorship programs ● Professional growth plans

Performance Level Performance Description	Example Behaviors
<p>Staff Leadership Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Establishes clear expectations for all staff. <ul style="list-style-type: none"> – Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. – Consistently holds staff accountable for student success based on high expectations and professional standards. • Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. <ul style="list-style-type: none"> – Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. • Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning. <ul style="list-style-type: none"> – Engages in continuous learning and professional growth opportunities. – Creates a collaborative team culture that encourages continuous individual growth and leadership development. – Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. – Provides effective mentoring opportunities to build staff leadership. – Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.
<p>Staff Leadership Basic</p> <p>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.</p>	<ul style="list-style-type: none"> • Expectations for staff members may lack clarity. <ul style="list-style-type: none"> – Does not fully empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. – Staff is only occasionally held accountable for student success based on high expectations and professional standards. • Is inconsistent or only partially effective in using personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. <ul style="list-style-type: none"> – Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel. • Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning. <ul style="list-style-type: none"> – Occasionally engages in continuous learning and professional growth opportunities. – Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed. – Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so. – Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective. – The performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.

Performance Level Performance Description	Example Behaviors
<p>Staff Leadership 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.</p>	<ul style="list-style-type: none"> • Fails to establish clear expectations for all staff members. <ul style="list-style-type: none"> – Does not empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. – Does not hold staff accountable for student success based on high expectations and professional standards. • Does not use effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. <ul style="list-style-type: none"> – Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel. • Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning. <ul style="list-style-type: none"> – Does not engage in continuous learning and professional growth opportunities. – Fails to create a collaborative team culture for professional and support staff members. – Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. – Does not provide effective mentoring opportunities to build staff leadership. – The performance evaluation system and professional development programs are lacking or ineffective., with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.

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.		
Performance Level Performance Description	Example Behaviors	Sources of Evidence
<p>Systems Management 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the school. (9.a) • Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. <ul style="list-style-type: none"> – Always acts as a highly responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. (9.d) – Engages in efficient and effective budgeting and accounting practices. – Strategically manages staff resources, assigning staff to roles that optimize their professional capacity to address student needs. (9.b) – Works with the larger school community to allocate additional resources to enhance the school’s educational program. (9.c) • Creates effective systems for the ongoing monitoring and improvement of the school’s site, facilities, services, and equipment. <ul style="list-style-type: none"> – Maintains data in a highly effective manner in order to deliver actionable information for classroom and school improvement. (9.g) • Collaborates with staff and others to proactively identify and resolve problems and manage conflict. (9.k) • Develops partnerships with key community individuals and organizations in order to enhance a safe school environment. (9.i, 9.j) • Develops procedures for the effective use of technology within the school. (9.f) • Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the school. (9.h, 9.j) • Monitors the impact of school law and regulations on the school community. (9.h, 9.j) • Ensures compliance with local, state and federal mandates. (9.h) 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Student /staff/parent community perceptions • Compliance with Nebraska Department of Education Rules • Communication artifacts • Safety drill log

Performance Level Performance Description	Example Behaviors
<p>Systems Management Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Manages and monitors operations and administrative systems that promote the vision and core values of the school. • Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. <ul style="list-style-type: none"> – Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. – Engages in effective budgeting and accounting practices. – Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs. • Consistently and effectively monitors the school's site, facilities, services, and equipment. <ul style="list-style-type: none"> – Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement. • Effectively identifies and resolves problems and manages conflicts. • Communicates at a proficient level with community agencies to provide a safe school environment. • Develops school-wide procedures for the effective use of technology within the school. • Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school. • Ensures compliance with local, state, and federal mandates. • Monitors at the proficient level the impact of school law and regulations on the school community.
<p>Systems Management Basic</p> <p>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.</p>	<ul style="list-style-type: none"> • Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the school. • Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. The allocation may be inconsistent or less than fully effective. <ul style="list-style-type: none"> – Generally acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. – Engages at a basic level in competent budgeting and accounting practices. – Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity to address student needs. • Adequately monitors the school's site, facilities, services, and equipment. <ul style="list-style-type: none"> – Maintains some basic data in order to deliver actionable information for classroom and school improvement. • Identifies and resolves problems and manages conflicts as a basic level. • Has some communication with community agencies about school safety issues. • Develops procedures for the use of technology within the school. • Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the school. • Ensures basic compliance with local, state, and federal mandates. • Monitors the impact of school law and regulations on the school community, but may not have a full understanding of these issues.

Performance Level Performance Description	Example Behaviors
<p>Systems Management 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.</p>	<ul style="list-style-type: none"> • Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the school. • Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. <ul style="list-style-type: none"> – Only sporadically acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. – Budgeting and accounting practices are not effectively managed. – Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity to address student needs. • Fails to effectively monitor the school's site, facilities, services, and equipment. <ul style="list-style-type: none"> – Does not maintain basic data designed to deliver actionable information for classroom and school improvement. • Ignores, or leaves unresolved, problems and areas of conflict among staff. • Has very limited communication with community agencies about school safety issues. • Fails to develop procedures for the use of technology within the school. • Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the school.

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.		
Performance Level	Example Behaviors	Sources of Evidence
<p>Performance Description</p> <p>Culture for Learning 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Enhances the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. (3.e; 5.a; 3.f) <ul style="list-style-type: none"> – Works effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (5.d) – Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. (3.e) – Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. (3.b, 5.f) • Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (3.a; 5.b; 5.e) • Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. (3.d; 5e) • Recognizes and celebrates the accomplishments of students and staff. • Maintains a high level of visibility and demonstrates exceptional leadership in the school and community. (5.g, 5.h) • Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met. (5.g, 5.h) • Builds the capacity for staff to promote full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. (3.c) <ul style="list-style-type: none"> – Builds the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. – Provides an effective system of academic and social supports and accommodations to meet student learning needs. (5.c) 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Written goals • SIP and PD data • Student data notebooks • Individual student goals • Communication with parents about student progress • Student achievement data • Report/graphs • Students and parents describe growth • Climate surveys evidence of discipline/behavior • Teacher retention rates • Teacher/staff perception • Evidence of outreach • Principal evidence of impact of Professional Learning Communities • Climate Survey Action plans

Performance Level Performance Description	Example Behaviors
<p>Culture for Learning Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success. <ul style="list-style-type: none"> – Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. – Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them. – Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning. • Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner. • Recognizes the accomplishments of students and staff. • Maintains a high level of visibility in the school and community. • Engages in ongoing assessment of the school climate and culture. • Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. <ul style="list-style-type: none"> – Uses multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. – Provides an effective system of academic and social supports and accommodations to meet student learning needs.
<p>Culture for Learning Basic</p> <p>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.</p>	<ul style="list-style-type: none"> • Expectations for student success may be lower than desirable and lower levels of student and staff performance are tolerated. The academic, physical, social and emotional growth of each student does not meet the standard. <ul style="list-style-type: none"> – Works with staff to build and maintain a safe, caring, and healthy school environment, but results are inconsistent and student engagement is not consistently cultivated. – May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them. – Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning. • Attempts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent. • Attempts to foster an environment of respect and rapport, with positive, fair, unbiased responses to student conduct; results are inconsistent. • Recognition of student and staff achievement is infrequent. • Maintains only a moderate level of visibility in the school and community. • Assessment of school climate and culture is not ongoing and few changes are made. • Attempts to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students but results are inconsistent. <ul style="list-style-type: none"> – Uses a limited range of performance indicators to assess academic, physical, social and emotional development of each student. – Provides a somewhat limited system of academic and social supports and accommodations to meet student learning needs.

Performance Level Performance Description	Example Behaviors
<p>Culture for Learning 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.</p>	<ul style="list-style-type: none"> • Expectations for student success are low and poor levels of student and staff performance are tolerated. As a result, the academic, physical, social and emotional growth of each student does not meet the standard. <ul style="list-style-type: none"> – Does not work effectively with staff to build and maintain a safe, caring, and healthy school environment, and results are inconsistent. – Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers. – Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning. • Makes little attempt to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent. • The school culture is not based on an environment of respect and rapport; relationships among students and between students and staff are poor. <ul style="list-style-type: none"> – Student conduct is not addressed in a positive, fair, and unbiased manner. • Recognition of student and staff achievement is rare. • Is rarely visible in the school and community. • Makes little effort to assess and modify the school climate and culture. • Makes only minimal efforts or fails to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. <ul style="list-style-type: none"> – Uses a very few and limited indicators of student performance to assess the academic, physical, social and emotional development of each student. – Provides a very limited system of academic and social supports and accommodations to meet student learning needs.

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.		
Performance Level Performance Description	Example Behaviors	Sources of Evidence
<p>Professional Ethics and Advocacy 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.</p>	<p>The principal typically displays these or similar behaviors.</p> <ul style="list-style-type: none"> • Consistently places children at the center of education and accepts responsibility for each student's academic success and well-being. (2c) • Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. (2.a; 2.b; 2.f) <ul style="list-style-type: none"> – Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. (2.a) – Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. (2.b) • Models and holds others in the school community accountable for adhering to high standards of integrity and ethical behavior. (2.f) • Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. (2.e) • Protects and advocates for the established rights and confidentiality of students and staff. (2.d) • Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. (2.d) • Positively influences the political, social, economic, legal, and cultural environment in which the school exists. <ul style="list-style-type: none"> – Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the school. 	<p>Sources of evidence are not limited to these examples.</p> <ul style="list-style-type: none"> • Perception Surveys • Observations • Survey results-parent-student • Communication • School culture surveys • Climate surveys

Performance Level Performance Description	Example Behaviors
<p>Professional Ethics and Advocacy Proficient</p> <p>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.</p>	<ul style="list-style-type: none"> • Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being. • Models reflective practice, transparency, and ethical behavior. <ul style="list-style-type: none"> – Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. – Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior. • Treats others with dignity and respect. • Protects the established rights, access to equitable resources, and confidentiality of students and staff. • Strives to make decisions that are just, fair, and equitable. • Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists. <ul style="list-style-type: none"> – Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.
<p>Professional Ethics and Advocacy Basic</p> <p>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.</p>	<ul style="list-style-type: none"> • Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being. • Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent. <ul style="list-style-type: none"> – Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. – Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Does not always hold others in the school community accountable for demonstrating integrity and ethical behavior. • Generally treats others with dignity and respect, but may demonstrate some inconsistency. • May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources. • May not always take into account others' perspectives of what is just, fair, and equitable in decision-making. • May recognize the political, social, economic, legal, and cultural environment in which the school exists, but may not respond effectively to it. <ul style="list-style-type: none"> – Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

Performance Level Performance Description	Example Behaviors
<p>Professional Ethics and Advocacy Unsatisfactory</p> <p>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</p>	<ul style="list-style-type: none"> • Fails to place children at the center of education and accept appropriate responsibility for each student's academic success and well-being. • Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards. <ul style="list-style-type: none"> – May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. – May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Fails to effectively hold others in the school community accountable for adhering to established standards of integrity and ethical behavior. • Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable. • Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff. • Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making. • Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the school exists. <ul style="list-style-type: none"> – Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.