

**HOLDREGE PUBLIC SCHOOLS  
PRINCIPAL EVALUATION INSTRUMENT**

Name: _____	Evaluation Period:
	_____, 200__ to _____, 200__

**STANDARDS OF PERFORMANCE**

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

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

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

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

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

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

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

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

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

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

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

**Narrative:**

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**Performance Standard #1**

Check [  ] Appropriate Box

MEETS District Standard	<input type="checkbox"/>
DOES NOT MEET District Standard	<input type="checkbox"/>

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

<p><b>Descriptors for Performance Standard #2</b></p>	<p>This Column may include Narrative Remarks or Ratings on the Descriptor  <b>+ Indicates above average performance</b>  <b>- Indicates unsatisfactory performance</b></p>
<p>A. Provides leadership for assessing, developing and improving school environment and culture.</p>	
<p>B. Recruits, interviews, and recommends teachers and staff to support quality instruction.</p>	
<p>C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.</p>	
<p>D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).</p>	
<p>E. Engages in post-observation conferences that focus on the improvement of instruction.</p> <p>District requirements for frequency and procedures with regard to teacher evaluation may vary and substantially impact the interpretation of this indicator. The scale of descriptors describes a best-case scenario.</p>	
<p>F. Engages in direct teaching in the classroom.</p>	
<p>G. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.</p>	

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

**Narrative:**

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**Performance Standard #2**

Check [  ] Appropriate Box

<p>MEETS District Standard</p>	<p>_____</p>
<p>DOES NOT MEET District Standard</p>	<p>_____</p>

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

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

<p>H. Acknowledges appropriately the meaningful accomplishments of others.</p>	
<p>I. Addresses problems in a timely manner.</p>	
<p>J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.</p>	
<p>K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.</p>	

**Narrative:**

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**Performance Standard #3**

Check [  ] Appropriate Box

<p>MEETS District Standard</p>	<p>_____</p>
<p>DOES NOT MEET District Standard</p>	<p>_____</p>

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

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

**Narrative:**

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**Performance Standard #4**

Check [  ] Appropriate Box

MEETS District Standard	<input type="checkbox"/>
DOES NOT MEET District Standard	<input type="checkbox"/>

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

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

**Narrative:**

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**Performance Standard #5**

Check [  ] Appropriate Box

MEETS District Standard	_____
DOES NOT MEET District Standard	_____

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

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

**Narrative:**

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**Performance Standard #6**

Check [  ] Appropriate Box

MEETS District Standard	<input type="checkbox"/>
DOES NOT MEET District Standard	<input type="checkbox"/>

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

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

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

**Narrative:**

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**Performance Standard #7**

Check [  ] Appropriate Box

MEETS District Standard	_____
DOES NOT MEET District Standard	_____

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

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

**Narrative:**

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**Performance Standard #8**

Check [  ] Appropriate Box

MEETS District Standard	_____
DOES NOT MEET District Standard	_____

OVERALL SUMMARY

Check [  ] one in each row

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

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

<p><b>Principal’s Comments:</b></p> <hr/> <hr/>
<p><b>Superintendent’s Comments:</b></p> <hr/> <hr/>

**Recommendation for Continuous Improvement (check one)**

Task [ <input type="checkbox"/> ]	Task Descriptor
	Professional Growth Plan
	Action Plan
	Improvement Plan and Remediation Targets

Principal’s Signature:	Date:
Superintendent’s Signature:	Date:

**ACTION PLAN**

Principal's Name:	Date:
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List significant job targets and measurable outcomes to be accomplished by the Principal during the next twelve months or prior to the next evaluation cycle.

<b>JOB TARGET</b>	<b>APPLICABLE STANDARD OF PERFORMANCE</b>	<b>MEASURABLE OUTCOME</b>	<b>DATA SOURCE</b>

<b>Principal's Comments:</b>

<b>Superintendent's Comments:</b>

### PROFESSIONAL GROWTH PLAN

Principal's Name:	Date:
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Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

<b>Professional Goal:</b>

Action Steps:	Timeline:	Evidence of progress toward success (Portfolio Artifacts)
1.		
2.		
3.		

Professional Growth Plan Reviewed by:	Date:
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**IMPROVEMENT PLAN AND REMEDIATION TARGET**

Principal's Name:	Date:
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A Remediation Target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

Performance Standard or Descriptor to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress

Superintendent's Signature:	Date:
Comments: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

Principal's Signature:	Date:
Comments: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	