

ESUCC

Executive Committee Meeting

Tuesday, November 15, 2016, 12:00 PM

Executive Committee Meeting Educational Service Unit No. 3 6949 So. 110th Street LaVista,
NE 68128, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 11:47 AM.

Beatty ESU 16:	Present
Jeff West (NE):	Present
Dr Kraig Lofquist:	Present
Dan Schnoes (NE) (ESU 03):	Present
Dr Larianne Polk (ESU 07):	Present

1. Call to Order

2. Roll Call

3. ESUCC Timeline

4. Agenda Item

4.1. Innovative Grants - Data-Driven Ecosystem Enhancing Teaching and Learning

4.2. ESUCC/NDE Planning Session Follow-up

4.3. Late Fee Policy

4.4. Proprietary Rights/Intellectual Property

4.5. NESUBA

4.6. ESUCC Programs/Affiliate Procedures

4.7. ESUCC/KSB Trainings for 2016-2017

4.7.1. Obamacare Paperwork Webinar

4.8. NCSA ESU Administrator Standards and Evaluation

4.9. Executive Director Evaluation (Draft available in January)

5. Next Meeting Agenda Items

6. Executive Session

7. Adjournment

{{Name: Agenda Item Name}}

{{Discussion: Agenda Item Discussion}}

{{Comments: Agenda Item Comments}}

{{Actions: Agenda Item Actions}}

Project Narrative

For the past three years, NDE, the ESUCC, ESU's and school districts have entered a transformative time. The Advanced Data Views Informing Student Educational Response (ADVISER) data system has been developed and piloted by school districts with the assistance of ESU personnel. The Academic Achievement Plan (AAP) designed for "systems-involved students" coupled with the Student Record System (SRS) for "high-needs students", has been undergoing a comprehensive software update through ESUCC/ESU software development staff and through the input provided by users within school districts. ESU's, in collaboration with the Nebraska Council of School Administrators (NCSA), have initiated a pilot of the blended/personalized learning model with a broad cross-section of schools across the state. Specific to college/career readiness, NDE/ESUCC have advanced a small scale pilot with the National Repository of Online Courses (NROC)/EdReady project. In addition, ESU's have been working closely with school districts regarding a framework for data collection and analysis within the continuous improvement model.

With these elements in mind, this proposal, "Data-Driven Ecosystem Enhancing Teaching and Learning", aims to extend the work of these initiatives from individual components into an integrated ecosystem of support, tools, resources and data designed to enhance an environment centered around blended and personalized learning. While each of these individual components has been implemented on a small scale within the state, the ecosystem developed from this project will have the potential to be both "scalable" and "replicable". As a result, this project specifically targets

“systems-involved” students, “high-needs” students, K-12 students within a personalized learning environment, as well as high school students regarding college/career readiness.

The priority consideration selected for this project is Priority Consideration 4: “Leverages Technology to Support Instructional Practice and Professional Development”. Individually, the ADVISER data system, AAP/SRS, BlendED-personalized learning model, the NROC/EdReady project, and the initial development of a services planning data matrix are designed to support and enhance teaching and learning. Through the development and implementation of an integrated statewide “ecosystem”, collectively encompassing these individual components is essential and the stated purpose of this project. Therefore, the integrated ecosystem, governed by policies and practices, will allow applications and tools to integrate seamlessly with each other to take full advantage of their shared data elements. In addition, the software development and implementation of the service planning matrix will support the continuous improvement process enhancing evidence-based professional development and instructional practice.

Through this project, enhancements to current software and the development and implementation of software for continuous improvement will allow applications and tools to integrate more efficiently and effectively. With these enhancements, the integrated systems will be structured to take full advantage of their shared data elements. As a result, the software enhancement and development within this project

will further support the development, integration, visualization and rapid analysis of data to inform instructional practice.

Along with improved access to data comes the responsibility to ensure the security and privacy of sensitive data. An important project element is to surround the user-facing solutions with a solid, secure, private and sustainable hosting infrastructure through governing policies and practices. Through these policies and practices, the data-driven ecosystem will ensure data, tools, and resources are highly available to authorized users while protecting those resources from unauthorized access and disclosure.

The enhancements to the AAP software will support data exchange between school districts, interim program, special purpose schools and the juvenile justice system to improve continuity of education for “systems-involved” students. This continuity of services is designed to better integrate the exchange of data regarding academic history and progress when transitioning to or from a new school or program.

Updates to the special populations SRS software will streamline the data model regarding how the data is stored and organized as well as how the application displays data and interacts with users. In addition, SRS will incorporate a connection to the ADVISER data store to support the exchange of data with other applications to include automated state and federal reporting.

Supported by this ecosystem, the availability of quality tools, resources and data to classrooms statewide is the core of this innovation project. The BlendEd initiative will expand its current pilot project, providing professional development, instructional

coaching/mentoring, and online resources (i.e.-learning management system, learning objective repository) accessed through the portal system for teaching and learning statewide.

The NROC/EdReady college and career readiness tool is one example of a resource that has been piloted on a small scale in Nebraska schools and will be expanded through this project. Coordinating with NDE, ESU's have adopted a multi-tiered learning object repository solution as a platform for sharing and curating learning resources. The goal is to pursue a rich, integrated solution to meet user needs regarding uploading, indexing and streaming content resources for educators and students across the state. Whereas the single sign-on framework and application launch portal systems are already in operation within pilot and early-adopter schools, this project will accelerate the rollout of these capabilities to users statewide. Additionally, the platform will provide the integration of additional applications requested by users within the integrated ecosystem.

While these tools may be used individually, the intent of this project is to integrate them into a system that is seamless to the user. For example, the single sign-on portal will provide access to many applications, including the learning object repository, without requiring an additional sign-on. In turn, the learning object repository will include references to content items provided by the NROC/EdReady subscription, also accessible without an additional sign-on.

As part of the continuous improvement process, ESU's and NDE have been discussing the development and implementation of software designed to track the

utilization and effectiveness of the services offered and provided to school districts. This software, Service Implementation Matrix Planning Log (SIMPL), will provide evidence regarding the delivery of services and the impact provided by evidence-based professional development and instructional practice.

This project is designed to create an integrated “ecosystem” for students throughout the state. The impact will provide enhanced service delivery for “systems-involved” students, “high-needs” students, K-12 students within a blended/personalized learning model, as well as high school students focused on college and career readiness. Through the integration of data systems and the collection and analysis of data through a service delivery matrix, this project will enhance the visualization and rapid analysis of data to guide evidence-based professional development and instructional practices for the following groups of students: “systems-involved” students (90,000), “high-needs” students (47,000), students within a blended/personalized learning environment (opportunity for 307,000), and students with a focus on college/career readiness in grades 9-12 (130,000).

The project, “Data-Driven Ecosystem Enhancing Teaching and Learning,” is intended to develop a secure, private and data-driven ecosystem for ongoing, sustainable support and resources for teaching and learning. This ecosystem, organized within structured policies, provides a data platform to access instructional assets, timely communication and information resulting in enhanced evidence-based professional development and instructional practice.

Project objectives include: 1) development of an integrated technology ecosystem governed by policies and procedures specific to security, privacy, and business continuity; 2) enhancement of comprehensive data tools supporting instruction for at-risk and high-needs students; 3) the innovative use of technology in the classroom to support personalized student learning; 4) provide a baseline collection of online digital resources for student access statewide concentrating on college and career readiness; and 5) development of statewide software for the visualization and rapid analysis of data to direct professional development and instructional practices.

An important outcome is to provide a secure, private and sustainable hosting infrastructure governed by policies to ensure data, tools and resources are available to only authorized users.

Additionally, software enhancements and development will allow applications and tools to integrate seamlessly with shared data elements. These enhancements will provide evidence for school districts and ESU's to track the effectiveness of service delivery within the continuous improvement process.

As a final outcome, the core of this innovative ecosystem will include quality tools, resources and data provided to classrooms statewide designed to meet the personalized learning needs of every teacher, every student, every day.

All components of the project, "Data-Driven Ecosystem Enhancing Teaching and Learning" are designed for implementation statewide. As per state statute 79-1246, ESUCC is charged with coordinating statewide efforts with all ESU's; therefore, ESUCC has developed this project proposal with the support of the 17 ESUCC Board members

representing each of the individual ESU's across the state. Through the development and implementation of a secure, private, data-driven ecosystem, schools, educators, and students will benefit from increased continuity of education for "systems-involved" students, "high-needs" students, higher levels of engagement and personalization of learning for all students, while providing tools and resources that help prepare students for college and career readiness. The intent of the SIMPL service tracking tool is 1) to facilitate communication and measurement of the services provided by ESU's; 2) to determine what extent services are implemented; and 3) to track the value and effectiveness of the services provided. A number of ESU's have expressed interest in piloting the SIMPL framework, and the goal is to provide this service statewide.

The statewide system of support may be described as the NDE and ESUCC leading 17 ESU's serving 245 school districts employing 22,000 teachers educating 307,000 students. As this collaborative effort continues to evolve each year, programs, projects, or initiatives within this "Data-Driven Ecosystem", will continue to enhance the teaching and learning environment for every teacher, every student, every day.

ESUCC Innovative Grant RFP: Pre-Application

Data-Driven Ecosystem Enhancing
Teaching and Learning

Submitted by

Educational Service Unit Coordinating Council

October 20, 2016

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Project Narrative

For the past three years, NDE, the ESUCC, ESU's and school districts have entered a transformative time. The Advanced Data Views Informing Student Educational Response (ADVISER) data system has been developed and piloted by school districts with the assistance of ESU personnel. The Academic Achievement Plan (AAP) designed for "systems-involved students" coupled with the Student Record System (SRS) for "high-needs students", has been undergoing a comprehensive software update through ESUCC/ESU software development staff and through the input provided by users within school districts. ESU's, in collaboration with the Nebraska Council of School Administrators (NCSA), have initiated a pilot of the blended/personalized learning model with a broad cross-section of schools across the state. Specific to college/career readiness, NDE/ESUCC have advanced a small scale pilot with the National Repository of Online Courses (NROC)/EdReady project. In addition, ESU's have been working closely with school districts regarding a framework for data collection and analysis within the continuous improvement model.

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Project objectives include: 1) development of an integrated technology ecosystem governed by policies and procedures specific to security, privacy, and business continuity; 2) enhancement of comprehensive data tools supporting instruction for at-risk and high-needs students; 3) the innovative use of technology in the classroom to support personalized student learning; 4) provide a baseline collection of online digital resources for student access statewide concentrating on college and career readiness; and 5) development of statewide software for the visualization and rapid analysis of data to direct professional development and instructional practices.

An important outcome is to provide a secure, private and sustainable hosting infrastructure governed by policies to ensure data, tools and resources are available to only authorized users.

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Data-Driven Ecosystem Enhancing Teaching and Learning

GOAL: Develop a secure, private and data-driven ecosystem for ongoing, sustainable support and resources for teaching and learning.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
Technology Infrastructure			
Structured policies and practices Privacy, Security, Business Continuity (Statewide)	Develop policies and practices around *student privacy *security *business continuity Develop a statewide secure and private data platform governed by policies and practices	Implement the established policies and practices supporting student privacy, security and business continuity	An enhanced statewide Technology Infrastructure
Statewide Blended and Personalized Learning			
Statewide BlendED and Personalized Learning Environment	Develop a statewide plan for the scale-up process specific to a BlendED/Personalized Learning Environment	Implement the strategic plan for a statewide BlendED/Personalized Learning Environment	Increased statewide implementation of a BlendED/Personalized Learning Environment
NROC/EdReady (College and Career Readiness) Statewide Scale-up			
Statewide NROC/EdReady resource supporting college and career readiness	Develop a statewide plan for the scale-up process specific to NROC/EdReady	Implement the strategic plan for a statewide integration of NROC/EdReady	Increased implementation of NROC/EdReady
Software Enhancements (Integration of Data Elements)			
Academic Achievement Plan (AAP) Student Records System (SRS)	Develop a plan for continued enhancement of software applications and tools to integrate seamlessly with shared data elements	Implement the strategic plan for statewide enhancement of software application and tools to integrate seamlessly with shared data elements	The Academic Achievement Plan (AAP) and the Student Records System (SRS) are integrated seamlessly with the ADVISER Dashboard supporting "systems-involved" and "high needs" students
Software Development (Data-driven tool for Professional Development and Instructional Practice)			
Service Implementation Matrix Planning Log (SIMPL)	Develop and enhance the software for the Service Implementation Matrix Planning Log (SIMPL)	Implement the software for the Service Implementation Matrix Planning Log (SIMPL)	Data from the Service Implementation Matrix Planning Log (SIMPL) will be used to direct professional development and instructional practices

Budget Narrative

The goal of the “Data-Driven Ecosystem Enhancing Teaching and Learning” project is to develop a secure, private and data-driven ecosystem for ongoing, sustainable support and resources for teaching and learning. Expenditures support the development of a secure/private technology infrastructure, software enhancements for integration of data, statewide blended/personalized learning opportunities, statewide opportunities for college/career readiness, and development of software designed to provide data for evidence-based professional development and instructional practices.

Personnel includes a Project Manager for policy development, software development and enhancements, and contracted service deployment. In addition, a part-time Project Coordinator will assist with the documentation of policy/practice, coordination of professional development, management of contracted services, and other duties as assigned. Expenditures include: Yr 1: In-Kind, Yr 2: Salary \$156,663, Fringe \$27,591; Yr 3: Salary \$163,260, Fringe \$28,695. Total: \$376,209

Travel costs include transportation, lodging, and overnight meal expenditures for staff and an independent contractor for meetings/trainings specific to BlendED/personalized learning, NROC/EdReady, AAP/SRS, and SIMPL. Expenditures include: Yr 1: \$23,500, Yr 2: \$47,000 and Yr 3: \$47,000. Total: \$117,500.

Independent Project Evaluation costs are estimated to be 10% of the project costs. Items for evaluation include: 1) effectiveness of developed policies and practices regarding data security, privacy and business continuity; 2) the level of integration and enhanced functionality achieved through software enhancements to the AAP and SRS

software systems; 3) increased implementation of BlendED/personalized learning classrooms; 4) expanded use of NROC/EdReady; and 5) the use of data from the SIMPL software as it relates to effectiveness of evidence-based professional development and instructional practices. Expenditures include: Yr 1: \$23,500, Yr 2: \$65,065 and Yr 3: \$65,065. Total: \$153,630.

Contractual needs include: 1) legal fees for policy development; 2) costs for a security assessment; 3) contractual fees for professional development within BlendED; 4) user fees for NROC/Ed Ready; 5) and contracted software development and support for enhancements to AAP, SRS, the single sign-on framework and initial development of SIMPL. Expenditures include: Yr 1: \$146,000, Yr 2: \$ 336,000 and Yr 3: \$363,000. Total: \$845,000.

Professional Development for statewide meetings/workshops include: 1) working lunch meals only; and 2) site rental fees. Expenditures include: Yr 1: \$3,500, Yr 2: \$6,500 and Yr 3: \$3,500. Total: \$13,500.

Equipment required to provide services developed through this proposal includes upgrades to hardware housed in the shared Network Nebraska data center and computer equipment for use by the BlendED/NROC independent coordinator. Expenditures include: Yr 1: \$5,000, Yr 2: \$35,000 and Yr 3: \$35,000. Total: \$75,000.

Supplies and Materials include anticipated items needed to support the project. Expenditures include: Yr 1: \$3,000, Yr 2: \$6,250, Yr 3: \$6,250. Total: \$15,500.

Summary Total costs of this project proposal are: Yr 1: \$204,500, Yr 2: \$680,069, Yr 3: \$711,770. Total 30-month project cost: \$1,596,339



**NEBRASKA DEPARTMENT OF EDUCATION
INNOVATION GRANT PROGRAM - PRE-APPLICATION INFORMATION SHEET**

- FOR OFFICE USE ONLY -			
TYPE OF APPLICANT <i>(Indicate Type of Applicant with "X")</i>	DATE RECEIVED <i>(Month, Day and Year)</i>		
Public School District			
Educational Service Unit		NDE COUNTY DISTRICT NUMBER	COUNTY <i>(County's Name)</i>
Other Local Education Agency <i>(Specify)</i>			

- APPLICANT INFORMATION -			
APPLICANT'S NAME <i>(Local Education Agency)</i>	ESU Coordinating Council		
Address <i>(Street, City and Zip Code)</i>	6949 South 110th Street, LaVista NE 68128		
AUTHORIZED REPRESENTATIVE'S NAME	David M Ludwig		
Address <i>(Street, City and Zip Code)</i>	6949 South 110th Street, LaVista NE 68128		
Phone Number	402-597-4915	Email Address	dludwig@esucc.org
FISCAL AGENT'S NAME	ESU Coordinating Council		
Address <i>(Street, City and Zip Code)</i>	6949 South 110th Street, Lavista NE 68128		
Phone Number	402-597-4915	Email Address	dludwig@esucc.org

- PROJECT INFORMATION -			
PROJECT TITLE	Data-Driven Ecosystem Enhancing Teaching and Learning		
PRIORITY CONSIDERATION <i>(Select ONLY ONE, with "X")</i>	TYPE OF INNOVATION GRANT <i>(Phase I Development Grants ONLY)</i>		
High Needs Students		Phase - I Development Grant	X
Students in "Needs Improvement" School		Phase II - Validation Grant	
Focus on AQuESTT Tenet		Phase III - Scale-Up Grant	
Leveraging Technology	X	LENGTH OF GRANT <i>(Number of Months - 30 Months Maximum)</i>	30
OPTIONAL COMPETITIVE PREFERENCE PRIORITY: Matching Funds <i>(% of Total Project Budget Amount - 25% Minimum)</i>			

- PROJECT DESCRIPTION -

The project, “Data-Driven Ecosystem Enhancing Teaching and Learning” is designed to develop a secure, private and data-driven ecosystem for ongoing, sustainable support and resources for teaching and learning. This ecosystem, organized within structured policies, provides a data platform to access instructional assets, timely communication and information resulting in enhanced evidence-based professional development and instructional practice.

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As a final outcome, the core of this innovative ecosystem will include quality tools, resources and data provided to classrooms statewide designed to meet the personalized learning needs of every teacher, every student, every day.

In 250 words or less, briefly describe the project, including goals, objectives and targeted outcomes for the student population(s) served.



- APPLICANT AND PROJECT INFORMATION -

APPLICANT'S NAME <i>(Local Education Agency)</i>	ESU Coordinating Council
Address <i>(Street, City and Zip Code)</i>	6949 South 110th Street, LaVista NE 68128
PROJECT TITLE	Data-Driven Ecosystem Enhancing Teaching and Learning

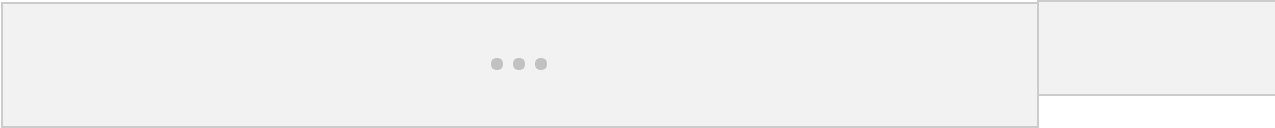
- BUDGET YEAR -

Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation. <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i>	Project Year 1	X	Fiscal Year 2016-2017	X
	Project Year 2		Fiscal Year 2018-2019	
	Project Year 3		Fiscal Year 2019-2020	
LENGTH OF GRANT <i>(Number of Months)</i>	30			

- LINE ITEM BUDGET -

BUDGET CATEGORY	Innovation Grant Funds	Optional Match Funds	% of Total Budget	Budget Category Total
PROJECT STAFF <i>(Specify by Staff Position)</i>	\$0	\$.200%	\$319,923
Sub-Total:				
Staff Position: Technology Director	\$0	\$		
Staff Position: Administrative Assistant	\$0	\$		
Staff Position:	\$0	\$		
FRINGE BENEFITS <i>(Specify by Staff Position)</i>	\$0	\$.035%	\$56,286
Sub-Total:				
Staff Position: Technology Director	\$0	\$		
Staff Position: Administrative Assistant	\$0	\$		
Staff Position:	\$0	\$		
PROJECT STAFF TRAVEL	\$23,500	\$.074%	\$117,500
Sub-Total:				
Transportation	\$16,450	\$		
Lodging	\$4,650	\$		
Meals	\$2,400	\$		
INDEPENDENT PROJECT EVALUATION	\$23,500	\$.096%	\$153,630
Sub-Total:				
Evaluator Staff Position:	\$23,500	\$		
Evaluator Staff Position:	\$0	\$		
Expenses	\$0	\$		
Travel	\$0	\$		
CONTRACTUAL	\$146,000	\$.529%	\$845,000
Sub-Total:				
Consultant Fees	\$146,000	\$		
Expenses	\$	\$		
PROFESSIONAL DEVELOPMENT	\$3,500	\$.008%	\$13,500
Sub-Total:				
Event / Registration Fees:	\$2,000	\$		
Site Rental / Expenses - For Project-Sponsored Events Only	\$1,500	\$		
Participant Stipends - Number attending Project-Sponsored Event	\$0	\$		
EQUIPMENT <i>(Specify)</i>	\$5,000	\$.047%	\$75,000
Sub-Total:				
Laptop and DL Equipment for Independent contractor	\$5,000	\$		
		\$		
SUPPLIES AND MATERIALS <i>(Specify)</i>	\$3,000	\$.010%	\$15,500
Sub-Total:				
Supplies needed for grant support/marketing materials	\$3,000	\$		
		\$		
		\$		
OTHER <i>(Specify)</i>	\$0	\$	0%	\$0.00
Sub-Total:				

		\$		
		\$		
DIRECT COSTS SUB-TOTAL:	\$204,500	\$	999%	\$1,596,339
INDIRECT COSTS SUB-TOTAL:	\$	\$	0%	\$0
TOTAL:	\$204,500	\$	100%	\$1596,339



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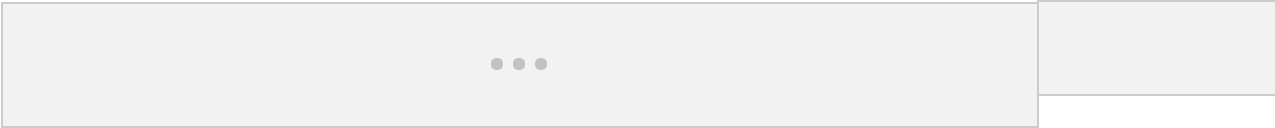
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	Project Year 2	X	Fiscal Year 2018-2019	X
	Project Year 3		Fiscal Year 2019-2020	
LENGTH OF GRANT <i>(Number of Months)</i>	30			

- LINE ITEM BUDGET -

BUDGET CATEGORY	<i>Innovation Grant Funds</i>	<i>Optional Match Funds</i>	<i>% of Total Budget</i>	<i>Budget Category Total</i>
PROJECT STAFF <i>(Specify by Staff Position)</i> Sub-Total:	\$156,663	\$.200%	\$319,923
Staff Position: Technology Director	\$132,663	\$		
Staff Position: Administrative Assistant	\$24,000	\$		
Staff Position:	\$0	\$		
FRINGE BENEFITS <i>(Specify by Staff Position)</i> Sub-Total:	\$27,591	\$.035%	\$56,286
Staff Position: Technology Director	\$24,048	\$		
Staff Position: Administrative Assistant	\$3,543	\$		
Staff Position:	\$0	\$		
PROJECT STAFF TRAVEL Sub-Total:	\$47,000	\$.074%	\$117,500
Transportation	\$32,900	\$		
Lodging	\$9,300	\$		
Meals	\$4,800	\$		
INDEPENDENT PROJECT EVALUATION Sub-Total:	\$65,065	\$.096%	\$153,630
Evaluator Staff Position:	\$65,065	\$		
Evaluator Staff Position:	\$0	\$		
Expenses	\$0	\$		
Travel	\$0	\$		
CONTRACTUAL Sub-Total:	\$336,000	\$.529%	\$845,000
Consultant Fees	\$336,000	\$		
Expenses	\$0	\$		
PROFESSIONAL DEVELOPMENT Sub-Total:	\$6,500	\$.008%	\$13,500
Event / Registration Fees:	\$2,000	\$		
Site Rental / Expenses - For Project-Sponsored Events Only	\$4,500	\$		
Participant Stipends - Number attending Project-Sponsored Event	\$0	\$		
EQUIPMENT <i>(Specify)</i> Sub-Total:	\$35,000	\$.047%	\$75,000
Hardware/Servers to support eco-system	\$35,000	\$		
		\$		
SUPPLIES AND MATERIALS <i>(Specify)</i> Sub-Total:	\$6,250	\$.010%	\$15,500
Supplies needed for grant support/marketing materials	\$6,250	\$		
		\$		
		\$		
OTHER <i>(Specify)</i> Sub-Total:	\$0	\$	0%	\$0.00

		\$		
		\$		
DIRECT COSTS SUB-TOTAL:	\$680,069	\$	999%	\$1,596,339
INDIRECT COSTS SUB-TOTAL:	\$	\$	0%	\$0
TOTAL:	\$680,069	\$	100%	\$1596,339



- APPLICANT AND PROJECT INFORMATION -

APPLICANT'S NAME <i>(Local Education Agency)</i>	ESU Coordinating Council
Address <i>(Street, City and Zip Code)</i>	6949 South 110th Street, LaVista NE 68128
PROJECT TITLE	Data-Driven Ecosystem Enhancing Teaching and Learning

- BUDGET YEAR -

Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation. <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i>	Project Year 1		Fiscal Year 2016-2017		
	Project Year 2		Fiscal Year 2018-2019		
LENGTH OF GRANT <i>(Number of Months)</i>	30	Project Year 3	X	Fiscal Year 2019-2020	X

- LINE ITEM BUDGET -

BUDGET CATEGORY	<i>Innovation Grant Funds</i>	<i>Optional Match Funds</i>	<i>% of Total Budget</i>	<i>Budget Category Total</i>
PROJECT STAFF <i>(Specify by Staff Position)</i> Sub-Total:	\$163,260	\$.200%	\$319,923
Staff Position: Technology Director	\$138,300	\$		
Staff Position: Administrative Assistant	\$24,960	\$		
Staff Position:	\$0	\$		
FRINGE BENEFITS <i>(Specify by Staff Position)</i> Sub-Total:	\$28,695	\$.035%	\$56,286
Staff Position: Technology Director	\$25,010	\$		
Staff Position: Administrative Assistant	\$3,685	\$		
Staff Position:	\$0	\$		
PROJECT STAFF TRAVEL Sub-Total:	\$47,000	\$.074%	\$117,500
Transportation	\$32,900	\$		
Lodging	\$9,300	\$		
Meals	\$4,800	\$		
INDEPENDENT PROJECT EVALUATION Sub-Total:	\$65,065	\$.096%	\$153,630
Evaluator Staff Position:	\$65,065	\$		
Evaluator Staff Position:	\$0	\$		
Expenses	\$0	\$		
Travel	\$0	\$		
CONTRACTUAL Sub-Total:	\$363,000	\$.529%	\$845,000
Consultant Fees	\$363,000	\$		
Expenses	\$0	\$		
PROFESSIONAL DEVELOPMENT Sub-Total:	\$3,500	\$.008%	\$13,500
Event / Registration Fees:	\$2,000	\$		
Site Rental / Expenses - For Project-Sponsored Events Only	\$1,500	\$		
Participant Stipends - Number attending Project-Sponsored Event	\$0	\$		
EQUIPMENT <i>(Specify)</i> Sub-Total:	\$35,000	\$.047%	\$75,000
Hardware/Servers to support eco-system	\$35,000	\$		
		\$		
SUPPLIES AND MATERIALS <i>(Specify)</i> Sub-Total:	\$6,250	\$.010%	\$15,500
Supplies needed for grant support/marketing materials	\$6,250	\$		
		\$		
		\$		
OTHER <i>(Specify)</i> Sub-Total:	\$0	\$	0%	\$0.00

		\$		
		\$		
DIRECT COSTS SUB-TOTAL:	\$711,770	\$	999%	\$1,596,339
INDIRECT COSTS SUB-TOTAL:	\$	\$	0%	\$0
TOTAL:	\$711,770	\$	100%	\$1596,339



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

November 4, 2016

David Ludwig
ESUCC
6949 South 110 Street
La Vista, NE 68128

Re: *Innovation Grant Program Pre-Application*

Dear Pre-Applicant,

The Nebraska Department of Education has completed its review of your *Pre-Application* to Nebraska's *Innovation Grant Program*. Based on this review, your submission did not fall into the highly rated tier of *Pre-Applications*. This State-funded grant competition is very competitive, with less than half of the fifteen total *Pre-Applications* received by the Department being highly rated.

All *Pre-Applications* received by the Department were reviewed and scored based on two *Selection Criteria*: (1) *Significance*; and (2) *Quality of Project Design*. Each criterion is worth ten points, yielding a possible total score of twenty points. However, if an applicant chose to seek the *Optional Competitive Preference Priority of Matching Funds*, an additional three points are possible, totaling up to twenty-three points. A completed *Pre-Application Review Form* for your proposed project is enclosed, providing ratings and comments. In the event that you choose to submit a full *Grant Application* to the *Innovation Grant Program*, the *Review Form Comments* may be helpful in preparation.

As an eligible applicant, you are welcome to submit a *Grant Application* to the *Innovation Grant Program*, regardless of the *Pre-Application's* rating. All prospective applicants are strongly encouraged to review the ***Innovation Grant Program: Grant Application Guide and Request for Proposals (RFP)*** in its entirety. This document provides a general orientation to the grant program and competitive grant application process as well as detailed instructions, important timelines, *Selection Criteria* and *Project Evaluation* requirements. The *Guide* is available on the Nebraska Department of Education's *Innovation Grant Program* webpage: https://www.education.ne.gov/dataservices/innovation_grant.html *Grant Applications*, accompanied a proposed *Project Evaluation Plan*, must be electronically submitted to the Nebraska Department of Education, **on or before 5:00 p.m. Central Standard Time (CST), Wednesday, December 14, 2016**, using the above webpage. Any *Grant Application* submitted after the established deadline will not be reviewed or considered.

In closing, thank you for your interest in the *Innovation Grant Program*. Pursuing new and creative approaches to ensure every student receives a quality education requires our collective efforts. Your efforts toward improving education outcomes and related school transitions for Nebraska's students through innovative best practices is appreciated and applauded.

Sincerely,

Dr. Dean R. Folkers
Chief Information Officer

Enclosure



Nebraska Department of Education
- INNOVATION GRANT PROGRAM - PRE-APPLICATION REVIEW

NDE Form: 02-081
 Date Approved: 10-21-16
 Date Due: 10-31-16

Instructions: Following review of the *Pre-Application* in its entirety, provide the information indicated below. *Reviewer Comments* indicate why the applicant's response to each *Selection Criterion* is considered *Fully Developed, Well Developed, Adequately Developed, Poorly Developed, or Not Addressed*. The numerical score indicates how well or poorly the applicant responded to the *Criterion*, based on the suggested point ranges provided below. Combined, the comments and scores reflect the reviewer's overall assessment of the *Pre-Application's* quality. Only information included in the *Pre-Application* should be considered by the reviewer.

- PRE-APPLICATION REVIEWER -			
REVIEWER <i>(Name and NDE Division)</i>	Composite of Three Independent Reviewers		
REVIEWER CODE		DATE REVIEWED	10.31.2016
- APPLICANT AND PROPOSED PROJECT -			
APPLICANT <i>(Local Education Agency)</i>	ESUCC		
Address <i>(Street, City and Zip Code)</i>	6949 So 110 th Street, LaVista NE 68128		
PROJECT TITLE	Data-Driven Ecosystem Enhancing Teaching and Learning		
PRIORITY CONSIDERATION <i>(Select ONLY ONE, with "X")</i>	TYPE OF INNOVATION GRANT <i>(Phase I Development Grants ONLY)</i>		
<i>High Needs Students</i>		<i>Phase - I Development Grant</i>	X
<i>Students in "Needs Improvement" School</i>		<i>Phase II - Validation Grant</i>	
<i>Focus on AQuESTT Tenets</i>		<i>Phase III - Scale-Up Grant</i>	
<i>Leveraging Technology</i>	X	LENGTH OF GRANT <i>(In Months - 30 Months Maximum)</i>	30
OPTIONAL COMPETITIVE PREFERENCE PRIORITY: Matching Funds <i>(% of Total Project Budget Amount - 25% Minimum)</i>			
- SELECTION CRITERIA -			SCORE
SIGNIFICANCE <i>(Up to 10 points)</i>	<ul style="list-style-type: none"> ▪ Extent to which the project involves identification, development or demonstration of an innovative promising practice or method that builds on, or is an alternative to, an existing process, product, strategy or intervention(s) addressing similar needs. 		2/ 3
	<ul style="list-style-type: none"> ▪ Extent to which the project will, or is expected to, improve education outcomes for the student population(s) served, or improve transitions between successive stages of education or between education and the work force. 		1.66/ 3
	<ul style="list-style-type: none"> ▪ Project's potential for statewide significance. 		3.66/ 4
REVIEWER COMMENTS:			
<p>Reviewer #1 - The extent to which this is 'unique' could be better defined; for instance, is there an opportunity for students to access their own data? It is not evident how the technology enhancements will improve education outcomes for the student population, especially since they do not currently appear to be included as users of the system.</p> <p>Reviewer #2 - Selection Criteria 1: There is no research based offered why this innovation is needed. It would be important to build a case for how this would support teaching and learning. Selection Criteria 2: The writing isn't entirely clear. It's hard to pull out specific outcomes this proposal seeks to enhance. They are implicit, but it would be helpful to the reader to have them explicitly stated. Selection Criteria 3: Statewide significance is described.</p> <p>Reviewer #3 - District staff will appreciate a single sign-on to the NDE portal. Statewide implementation of the project.</p>			
QUALITY OF PROJECT DESIGN <i>(Up to 10 points)</i>	<ul style="list-style-type: none"> ▪ Extent to which the project's stated goal(s), objectives and targeted outcomes are clearly specified and measurable. 		2/ 3
	<ul style="list-style-type: none"> ▪ Applicant's capacity to successfully implement the project and achieve its stated goal(s), specific objectives and targeted outcomes, on time and within budget. 		1.66/ 3
	<ul style="list-style-type: none"> ▪ A <i>Project Logic Model</i> is included and provides a basic conceptual framework illustrating the relationships between the project's key components, activities, outputs and targeted outcomes for the student population(s) served. 		3/ 4
REVIEWER COMMENTS:			
<p>Reviewer #1 - Objectives are stated but not all are clear and measurable. In particular, elaboration on the professional development as a result of SIMPL data would enhance the project. Another item needing elaboration is addressing training for users and those curating on-line learning objects to ensure they are high quality and standards-based. Evidence is needed to identify the capacity to successfully implement the project. The logic model does not include students.</p> <p>Reviewer #2 Selection Criteria 1: There are no measurable, specific goals included in the proposal. There is no clear evaluation approach identified.</p>			

Selection Criteria 2: How does this build on existing work? What about the sustainability of funds after the funding period is completed? What are the plans to support the work?

Selection Criteria 3: No suggestions

Reviewer #3- A header for this section in your application would make it easier to identify.
How/Who will be evaluating the project?

OPTIONAL COMPETITIVE PREFERENCE PRIORITY (Up to 3 points)	▪ Type of Matching Funds (<i>Cash Outlay</i> and/or <i>In-Kind Donations</i>) is specified.	.33/ 1
	▪ Dollar Amount of Matching Funds and % of Total <i>Project Budget</i> is specified.	.33/ 1
	▪ Source(s) of Matching Funds is included.	0/ 1

REVIEWER COMMENTS:

Maximum Point Value	- SUGGESTED POINT RANGES -				
	<i>Not Addressed</i>	<i>Poorly Developed</i>	<i>Adequately Developed</i>	<i>Well Developed</i>	<i>Fully Developed</i>
10	0	1 - 4	5 - 7	8 - 9	10
MAXIMUM POINTS: 20 Points / 23 Points with Optional Competitive Preference Priority					TOTAL POINTS: 14.66

NESUBA MINUTES

November 19, 2015

Marriott Hotel, Courtyard II, Omaha

President Ron Pearson called the meeting to order at 2:20 p.m. Nine units were present:

- #1 Sally Reinert, Ron Westrand
- #3 Ron Pearson, Mary Scarborough
- #7 Bob Norvell, Don Ellison
- #8. Don Schmidt
- #9 Sue Brown
- #10 Lanny Kizer, Mary Stoltenberg
- #13 Steve Diemoz
- #15 Warren Everts, Dennis Chipman
- #16 Judy Thompson

Units having more than two members present are identified with an asterisk as the voting delegates.

Guests attending were: Jim Luebbe, NASB Director of Policy Services; David Ludwig, ESUCC Executive Director; Freida Lange, NDE; John Spatz, NASB Executive Director; Larianne Polk, ESU 7 Administrator and LaDonn Everts.

Ron Pearson made a motion to accept the agenda as amended (move item 6 to the end of the agenda). Seconded by Mary Stoltenberg. All Ayes, Motion passed.

Glen Larsen presented the minutes of the May 5, 2015 meeting. Moved by Bob Norvell, seconded by Sally Reinert to approve the minutes as presented. All Ayes, Motion passes.

Bob Norvell presented the treasure's reported and noted the balance of October 31, 2015 is \$4,951.24. Expenses: \$10,152.80 (see report). It was moved by Glen Larsen, seconded by Don Schmidt to approve the treasure's report. All members voted aye. Motion passed.

Glen Larsen, NESUBA Legislative committee member, informed members of the action taken by the NASB Legislative committee regarding related support for the Educational Service Units (see attached report).

Legislative report and resolutions were presented by John Spatz, NASB Executive Director. He discussed several possible legislative items, learning community future, health & wellness programs for students including mental and physical health. He also expressed his concerns regarding state aid funding resources and opportunity gaps affecting students and the need to work more closely with other organizations which have similar concerns.

Freida Lange gave a report on the Six Tenets of AQuESTT (see enclosed brochure). Frieda also discussed related issues such as graduation rates, test scores and growth. She also commented on how important it is to have the Educational Service Units working closely with NDE.

David Ludwig, ESUCC Executive Director, reported on several items such as BrightBytes (11 ESUs are involved), Coop purchasing, employment of a software person, blended Ed. Initiatives, working more closely with NCSA & NASB on student improvement projects, long range planning of ESUs, developing communications to inform the public what ESUs are all about, and many programs they provide in helping meet the needs of all students.

Discussion of the future of NESUBA followed. Do we disband, continue as an organization, etc. After some lengthy discussion it was moved by Ron Westrand and seconded by Steve Diemoz to take a vote to see if NESUBA should continue. After a lengthy discussion the motion and second were withdrawn.

Much discussion continued on the future of NESUBA. Ron Westrand moved and Steve Diemoz seconded to develop a survey to be sent to all Educational Service Units regarding the future of NESUBA. Jim Luebke, NASB, agreed to assist NESUBA in developing such a survey and the results would be discussed at our Spring 2016 meeting in Kearney. All Ayes. Motion carried.

NESUBA Spring meeting is scheduled for May 3, 2016 at 10:00 a.m. In Kearney.

Moved by Ron Pearson, seconded by Bob Norvell to adjourn. All Ayes. Motion passed.

Registration is open: ESU 7 Website - www.esu7.org
Contact Cindy Wieser if you need assistance registering: 402-564-5753 Ext. 1030 or cwieser@esu7.org

Upcoming Legal Trainings at ESU 7



Business Practices (FLSA and new hire rules for Obamacare)

September 22, 2016 - 9AM to 12PM

Karen Haase and Bobby Truhe will review two significant new changes in federal law that school business offices will need to deal with during the first semester of this school year. First, the Department of Labor's proposed changes to the Fair Labor Standards Act will become effective on December 1, 2016. The new regulations increase the weekly salary minimum from \$455/week (\$23,660/year) to \$913/week (\$47,476/year). Karen and Bobby will review how these changes will affect schools and will review some specific options that school districts have for complying with these new regulations without significantly changing the district's personnel costs. Related to the issue of recording keeping and employee work hours are the "new hire" rules under the Patient Protection and Affordable Care Act. Until September 1, 2016, school districts that employ between 50 and 99 employees have been able to rely on transition relief and so have not had to decide when to offer new employees health insurance or face the shared responsibility tax. This school year, however, the determination of who is a full-time employee will be crucial in evaluating your options for complying with the employer shared responsibility rules. Karen and Bobby will review the various ways of assessing what constitutes a full-time employee eligible for coverage under the PPACA. They will review concepts such as how to address variable hour and seasonal employees like community coaches as well as the district's options for determining its standard measurement, administrative and stability periods.

Annual Title IX Training

October 20, 2016 - 1PM to 4PM

This summer the ACLU of Nebraska made a massive public records request of all school districts in the state. One of the topics about which the ACLU sought information was the policies related and services provided to pregnant and parenting students. This request coincides with the Office for Civil Rights announcing a renewed enforcement emphasis on Title IX compliance by K-12 schools, with a particular emphasis on pregnant and parenting students. All schools must name a Title IX Coordinator and must make sure that person has been provided with up-to-date training. Karen Haase will review the basic legal premises of Title IX with a focus on schools' obligations to pregnant and parenting students. Karen will also provide an up-to-date review of case law and OCR decisions related to all areas of Title IX, including a discussion of the most recent legal developments related to students who are transgendered. This training will not be identical to the Title IX training Karen provided at various service units last year, but will still fulfill OCR's ongoing Title IX training requirements.

Student Discipline

November 29, 2016 - 9AM to 1PM

Attorneys from KSB will review the requirements of the Nebraska Student Discipline Act; address discipline in unique areas such as extracurriculars, Section 504, and the special education world; and provide samples of the various student discipline forms and processes for you to use in your district.

SPED Law

November 29, 2016 - 1PM to 3:30PM

Schools across the state have witnessed a huge increase in students who qualify for special education services who have significant behavioral issues. Karen Haase will review provide an update on legal issues related to these special education students. Karen will review what should be included in a behavior intervention plans and a functional behavioral analysis. This discussion will include a review of the least restrictive environment requirement and the continuum of options that schools have in making a placement decision. Karen will also examine common implementation errors made by schools and offer practical advice on how to avoid claims based on the failure of staff to implement the IEP and the BIP with fidelity.

Student Discipline/Bullying

February 9, 2017 - 9AM to 12PM

Schools have made significant progress in improving their climates which has led to a decrease in student reports of bullying. However, bullying remains a significant issue both for students and in the perceptions of parents. It is imperative that school administrators redouble their efforts to promote good digital citizenship in students and respond promptly and appropriately to reports of bullying or harassment. However, school officials cannot leap into action without considering their legal limitations. Karen Haase will provide a legal update on the boundaries that limit school administrators in this important area. She will review the situations in which schools must act, will examine the actions that administrators cannot take action and will provide practical advice for how to proceed in situations which are ambiguous.

Nebraska Council of School Administrators **ESU Administrator Standards and Evaluation Process**

Introduction

The Nebraska Council of School Administrators (NCSA) in 2015 initiated the development of the ***NCSA ESU Administrator Standards and Evaluation Process*** to bring clarity and consistency to the performance expectations and evaluations of Educational Service Unit (ESU) Administrators across Nebraska. NCSA, with input from members, determined it was time to establish ESU Administrator standards and an evaluation process as a part of the state-wide focus on accountability and continuous improvement of Nebraska schools. The role of the ESU Administrator is critical to the success of the education system. This process is designed to guide the conversation between ESU board members and their ESU Administrator in a collaborative approach for the purpose of understanding the role of the ESU Administrator and subsequently, the improvement of performance of both the ESU Administrator and the education system.

The ***NCSA ESU Administrator Standards and Evaluation Process*** serves to:

- communicate the diverse and complex expectations of the role of the ESU Administrator;
- guide ESU boards in understanding the expectations of performance and duties of the ESU Administrator;
- provide professional organizations and institutions of higher education with information on the education and training needs of today's administrators;
- provide a framework for ongoing professional development needs of the ESU Administrator; and
- create a process for the consistency in the expectations and evaluation of ESU Administrators.

Input from across Nebraska and from state and local resources created a foundation for the ***NCSA ESU Administrator Standards and Evaluation Process***. Job descriptions, standards, policies and evaluation instruments currently used in Nebraska served as a critical resource for the development of the standards and evaluation process. The ***NCSA Standards and Evaluation Process*** were cross-referenced to the Nebraska Department of Education Title 84 Chapter 84 (Rule 84) Regulations and Procedures for the Accreditation of Educational Service Units. Finally, the ***NCSA Standards and Evaluation Process*** was validated through a state-wide review process including: the NCSA board; Nebraska superintendents, Nebraska ESU Administrators, school attorneys, superintendent/administrative search firms, and other key stakeholders. For more information, see **Section IV: References**.

This document consists of four sections. Each section may be used individually to help inform and guide school leadership or collectively as a foundation for successful school leadership. After this introduction the sections are as follows:

- + Section I—NCSA ESU Administrator Standards**
- + Section II—NCSA ESU Administrator Evaluation Process**
- + Section III—Resources**
- + Section IV—References**

Section I *NCSA ESU Administrator Standards*

The ESU Administrator Standards were developed through a synthesis of references and resources including: a review of literature; standards, domains or characteristics defined in several states; and, standards defined by national organizations. The most commonly used set of standards; the Professional Standards for Educational Leadership (PSEL), were published in 2015. The standards, also referred to as the Interstate School Leaders Licensure Consortium (ISLLC) Standards, were first published in 1996 by the Council of Chief State School Officers (CCSO). The PSEL standards have been the foundation for educational leaders in school districts and intermediate educational agencies. Though not developed specifically for the ESU Administrator, they have been used in numerous states as the foundation for educational leadership standards. The NCSA ESU Administrator Standards were also cross-referenced with the Nebraska Department of Education Teacher and Principal Frameworks.

It is important to put the standards in perspective of the role of the ESU Administrator. The ESU Administrator provides the leadership for the organization. In this critical role, it is the responsibility of the ESU Administrator to see that all of the key elements in the system come together to ensure the organization and the recipients of the services are successful. These standards serve as a roadmap to communicate to all key stakeholders the important elements that frame the success of the ESU Administrator and ultimately, the services provided by the ESU.

The NCSA ESU Administrator Standards are organized as follows:

Standards: A broad statement regarding knowledge, skills and abilities; and the expectations of the position.

Indicators: Statements used to define and describe the conditions and action relative to the standard.

Evidence: An item or artifact produced, developed, created or presented to demonstrate that an indicator or standard has been met or implemented.

There are three parts to Section I NCSA ESU Administrator Standards:

Part 1 Standards View: This includes a listing of the nine ESU Administrator standards.

Part 2 Standards and Indicators View: This includes the nine ESU Administrator standards and the indicators that serve to define the standards.

Part 3 Standards, Indicators and Evidence View: This includes the nine ESU Administrator standards, the indicators and examples of artifacts for each indicator. Many of the artifacts show evidence of multiple indicators or standards.

DRAFT

Part 1 **Standards**

1. Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction and goals that reflect the organization's core values, beliefs and priorities.

2. Board, Policy and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

3. Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

4. Continuous Improvement and Accountability

The ESU Administrator promotes **student success** through a defined process of accountability and a culture of continuous improvement.

5. Teaching and Learning

The ESU Administrator ensures **student success** through continuous improvement in teaching, learning and leadership focused on research-based practices in curriculum, instruction, and assessment.

6. Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to **student success**.

7. Systems Leadership and Management

The ESU Administrator promotes **student success** by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

8. Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social and emotional growth of all **member school district students**.

9. Leadership, Conduct, and Professional Development

The ESU Administrator leads with fairness, integrity, a high level of personal and professional conduct, and participates in professional development opportunities to model the continuous improvement needs of the organization.

Part 2 Standards and Indicators

1 Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction and goals that reflect the organization's core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations of all services, programs and departments.
2. Partner with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
3. Ensure the shared vision and strategic direction represents the current and future needs of the organization and member school districts.
4. Engages member school districts to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from all stakeholders.

2 Board, Policy and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
2. Proactively responds to ESU needs and policy priorities.
3. Provides leadership in the compliance, review and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.
5. Collaboratively works to influence area, ESU, state and national decisions impacting education.

3 Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
2. Maintains a presence within the service region to understand its strengths and needs.
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between ESU departments, member school district administrators, and teachers.

4 Continuous Improvement and Accountability

The ESU Administrator promotes student success through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about member schools student progress, academic achievement, school(s) and ESU effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.

5 Teaching and Learning

The ESU Administrator ensures **student success** through continuous improvement in teaching, learning and leadership focused on research-based practices in curriculum, instruction, and assessment.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
2. Communicates high expectations for all programs and services and accompanied by a data-driven approach that produces effective results.
3. Ensures ESU programs and services are research-based, innovative, and provide learning experiences and opportunities that lead to success.
4. Ensures ESU programs and services meet member district needs and align with state and national teaching and learning guidelines and expectations.
5. Monitors and supports the implementation of research-based instructional practices.

6 Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to **student success**.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the ESU's shared vision and strategic direction.
2. Implements human resource systems and processes that address:
 - Recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

7 Systems Leadership and Management

The ESU Administrator promotes **student success** by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
3. **Uses a systems approach that optimizes the use of facilities while maintaining a focus on clean, updated, safe, and secure ESU facilities.**
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.

8 Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social and emotional growth of all **member school district students**.

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
2. **Develops processes and programs that support the needs of ESU staff and member school district staff and students.**
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all others.

9 Leadership, Conduct, and Professional Development

The ESU Administrator leads with fairness, integrity, a high level of personal and professional conduct, and participates in professional development opportunities to model the continuous improvement needs of the organization.

Indicators

1. Leads with dignity and respect.
2. Ensures implementation of policy and practice is consistent.
3. Models and articulates ethical behavior.
4. Consistently holds others in the ESU accountable for demonstrating integrity and ethical behavior.
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.

Part 3 Standards, Indicators and Evidence

1 Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction and goals that reflect the organization's core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations for **all services, programs and departments.**
 - **Evidence:** *Documentation of a shared vision and strategic direction that supports high expectations of all services and each department with specific strategies, measurable outcomes and timelines.*
2. Partner with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
 - **Evidence:** *Documentation of collaborative development of the shared vision and strategic direction involving board members and key stakeholders.*
3. **Ensure the shared vision and strategic direction represents the current and future needs of the organization and member school districts.**
 - **Evidence:** *Stakeholder engagement meetings and surveys that have solicited input and feedback on the vision and strategic direction.*
4. **Engages member school districts to develop** a commitment to the shared vision and the strategic direction.
 - **Evidence:** *Board, staff, school personnel presentations and updates that routinely models commitment to the shared vision and strategic direction.*
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
 - **Evidence:** *Newsletters, articles and information on the ESU website that routinely provides constituents with information and updates related to the strategic vision and direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from **all stakeholders.**
 - **Evidence:** *Feedback processes such as surveys, formal and informal meetings or committees that solicit input from key stakeholders are conducted.*

2 **Board, Policy, and the Education System**

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
 - **Evidence:** Board agendas and board communication keep board members informed and strategies, such as board committees or board professional development keep board members engaged in a proactive process focused on **ESU** needs and policy priorities.
2. Proactively responds to ESU needs and policy priorities.
 - **Evidence:** Board agendas, reports and communications are used to inform board and **member schools on ESU needs and priorities.**
3. Provides leadership in the compliance, review and development of local policy.
 - **Evidence:** Board policies are current, aligned with state and local policy and keep the ESU in compliance with state and federal regulations.
4. Stays current on, responds to, and **advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.**
 - **Evidence:** Reports to board members and staff demonstrate up to date information on state or federal policy as needed.
5. Collaboratively works to influence **area, ESU, state and national decisions impacting education.**
 - **Evidence:** Board reports, board communication and professional development show evidence of engagement of key stakeholders and participation in activities that support **ESU**, state and national policy decisions that **impact education.**

3 **Collaboration**

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
 - **Evidence:** Newsletters, newspaper articles, web articles, communications plan/goals with timelines and benchmarks.
2. Maintains a presence within the service region to understand its strengths and needs.
 - **Evidence:** Participation in regional events, facilitating regional meetings or informational sessions, or conducting needs assessments or surveys in member school districts.
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
 - **Evidence:** Survey data on area needs with timelines and benchmarks is provided.
4. Models collaboration within the organization and encourages collaboration between ESU services, departments, school district administrators and teachers.
 - **Evidence:** Reports, presentations and updates demonstrate collaboration within the organizations and activities and professional development reinforce collaboration.
 - **Evidence:** Strategic planning and agency improvement planning are developed with collaborative input.
 - **Evidence:** Results from climate and satisfaction surveys include input from multiple stakeholders and are shared internally and externally.

4 Continuous Improvement and Accountability

The ESU Administrator promotes **student success** through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.
 - **Evidence:** Board policies and procedures reinforce organizational accountability and board reports and presentations demonstrate policies and procedures are followed.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - **Evidence:** Board reports and presentations that keep the board informed of emerging trends and innovative strategies.
3. Maintains comprehensive and current information about **member schools** student progress, academic achievement, school(s) and ESU effectiveness.
 - **Evidence:** Robust, comprehensive strategic/school improvement plans for each **member school** based on comprehensive and current information on student progress and achievement with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - **Evidence:** Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.
 - **Evidence:** ESU services and programs that directly serve students and families provide administrative and board reports that have evidence student needs, successes, and challenges are incorporated into program and service delivery.
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.
 - **Evidence:** Board reports provide information on accountability and accreditation (NDE Rule 84), policies, procedures and practices align with state and national expectations of accreditation and accountability.
 - **Evidence:** Programs and services are designed with input on the status of member schools accreditation and accountability needs.

5 **Teaching and Learning**

The ESU Administrator ensures **student success** through continuous improvement in teaching, learning and leadership focused on research-based practices in curriculum, instruction, and assessment.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
 - **Evidence:** *ESU programs and services have been board approved and are complete descriptions are available for review.*
2. Communicates high expectations for **all programs and services** and accompanied by a data-driven approach that produces effective results.
 - **Evidence:** *Agency improvement plans clearly articulate data driven high expectations that are incorporated into the presentation and instructional plans of each member school.*
3. Ensures ESU programs and services are research-based, innovative, and provide learning experiences and opportunities that lead to success.
 - **Evidence:** *Board reports, presentations, program and service data, reflect processes are in place to ensure programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities and when appropriate, are linked to student achievement data or results.*
4. Ensures ESU programs and services meet member district needs and align with state and federal guidelines and expectations.
 - **Evidence:** *Curriculum and program expectations are available for review and a process for input is identified in ESU policy, procedures, or practice.*
5. Monitors and supports the implementation of research-based instructional practices.
 - **Evidence:** *Board reports and presentations as well as ESU procedures and practices reflect the use of high expectations and instructional best practices.*

6 Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to **student success**.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the **ESU's** shared vision and strategic direction.
 - **Evidence:** Board reports, presentations and the budget reinforce that personnel and financial systems are in place to achieve the ESU's vision and strategic direction.
 - **Evidence:** Budget and hiring processes and timelines are available and communicated to the board members.
2. Implements human resource systems and processes that address:
 - recruitment, **hiring** and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
 - **Evidence:** Communication processes inform board members and member school districts regarding recruitment and employment opportunities within the ESU.
 - **Evidence:** ESU procedures are in place and available for review by board members and member school district regarding the evaluation process of all personnel.
 - **Evidence:** Strategies for recognition and positive reinforcement are used to support staff retention.
 - **Evidence:** Board reports, presentations and personnel data reflect ESU policies and procedures to consistently support personnel needs.
 - **Evidence:** Short term and long term plans are in place to support recruitment, development and retention of all personnel.
3. Creates a comprehensive system of professional development for all personnel.
 - **Evidence:** ESU policies, procedures and practice define professional development expectations.
 - **Evidence:** Agency improvement plans delineate professional development expectations and needs for improvement.
 - **Evidence:** The ESU Administrator's professional development plan aligns with ESU needs and priorities and demonstrates a commitment to lifelong learning.

7 **Systems Leadership and Management**

The ESU Administrator promotes **student success** by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - **Evidence:** *Board reports on budget and financial status demonstrate ESU policies, procedures and practices are aligned with effective use of business processes and systems in all aspects of the ESU's finances.*
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
 - **Evidence:** *Board reports and presentations on use of physical and financial resources reflect an alignment with the ESU's vision, strategic direction, agency improvement plans and the priority of student learning and student success.*
3. Uses a systems approach that optimizes the use of facilities while maintaining a focus on clean, updated, safe, and secure facilities.
 - **Evidence:** *Short term and long term plans for facilities are available and routinely updated; facilities are clean, safe and secure.*
 - **Evidence:** *Facilities, grounds and vehicles are well-maintained, clean and safe.*
 - **Evidence:** *ESU facilities and classrooms are inviting, engaging and audience-friendly.*
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.
 - **Evidence:** *ESU policies, procedures and practices define processes for handling conflict and routine communication keeps board members informed of operational issues and the resolution of such issues.*

8 Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social and emotional growth of all **member school district students**.

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
 - **Evidence:** *ESU practices including communication plans and surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. **Develops processes and programs that support the needs of ESU staff and member school district staff and students.**
 - **Evidence:** *ESU policies, procedures, practices and programs clearly support the academic, physical, social and emotional **growth of all member school district students**.*
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff **and all others**.
 - **Evidence:** *ESU Administrator uses oral and written communication strategies and problem solving strategies with the board and staff that convey a positive and responsive culture of high expectations.*

9 Leadership, Conduct, and Professional Development

The ESU Administrator leads with fairness, integrity, a high level of personal and professional conduct, and participates in professional development opportunities to model the continuous improvement needs of the organization.

Indicators

1. Leads with dignity and respect.
 - **Evidence:** *ESU Administrator uses oral and written communication strategies and problem solving strategies with the board, staff, **and others** that convey dignity and respect.*
2. Ensures implementation of policy and practice is consistent.
 - **Evidence:** *ESU policies and procedures guide the decision-making process to be just, fair and equitable and the ESU Administrator uses oral and written communication strategies and problem solving **strategies that demonstrates** decisions are just, fair and equitable.*
3. Models and articulates ethical behavior.
 - **Evidence:** *ESU policies and procedures are grounded in an ethical framework and the ESU Administrator models and leads with integrity and ethical behavior.*
4. Consistently holds **others** in the ESU accountable for demonstrating integrity and ethical behavior.
 - **Evidence:** *ESU policies and procedures are grounded in an ethical framework and the ESU Administrator holds all staff accountable for behavior that may be deemed lacking integrity or ethics.*
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.
 - **Evidence:** *The ESU Administrator's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Section II *Nebraska ESU Administrator Evaluation System*

The *Nebraska ESU Administrator Evaluation System* consists of process guidelines, the evaluation instrument, and performance targets.

Process Guidelines

- The board president shall notify board members that the evaluation is scheduled, and each board member will receive a copy of evaluation instrument with the following additional items **as applicable**:
 - A list of the ESU Administrator accomplishments for the year;
 - A self-evaluation/assessment by the ESU Administrator using the evaluation instrument including comments and any evidence or artifacts;
 - The ESU Administrator performance targets.
- Each board member will complete the rating and comment section of the evaluation instrument.
- The board president **or designee** will review and compile all individual ratings and comments into a draft evaluation summary.
- The board president will meet with all board members in a closed session, if appropriate and necessary, to review the draft summary and build consensus of the board on the strengths and recommended areas for improvement as reflected in the evaluation summary.
- The board will summarize the evaluation, consider contract renewal, and take official action in an open session.

Evaluation Documents:

- ✚ ESU Administrator Evaluation Instrument
- ✚ ESU Administrator Performance Targets
- ✚ ESU Administrator Evaluation Summary

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation. See **Section I Part 3** to review examples of evidence and artifacts.

Needs Improvement: There is little or no evidence of the standards and indicators being implemented or accomplished.

Developing: There is some evidence of some indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Effective: There is evidence that supports the standards and indicators are being fully implemented.

Highly Effective: The evidence of the implementation exceeds the expectations of the board relative to the standards or indicators.

Comments on rating and evidence: Comments should relate to the standards, indicators, or evidence and provide clear guidance or commendation.

Performance Targets: Specific, measurable performance outcomes that will be accomplished during the year. The targets may be tied to the ESU's shared vision and strategic direction or may be a priority area identified by the ESU Administrator or the board.

Meets Expectations: Once the input has been gathered and reviewed and the summary is completed, there is ample evidence the ESU Administrator is meeting the standards and indicators of performance.

Does Not Meet Expectations: Once the input has been gathered and reviewed and the summary is completed, there is little or no evidence the ESU Administrator is meeting the standards and indicators of performance.

Improvement Plan: If there are standards or indicators toward which the ESU Administrator needs improvement or development, the board may require specific action for improvement on those standards and indicators. Criteria for an improvement plan can be found in **Section III: Resources**.

ESU Administrator Evaluation Instrument

1 Shared Vision and Strategic Direction

The ESU Administrator leads the development and implementation of a shared vision, strategic direction and goals that reflect the organization’s core values, beliefs and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the ESU into supporting high expectations of all services, programs and departments.
2. Partner with the ESU board, member school districts, and key stakeholders in the development of the shared vision and strategic direction.
3. Ensure the shared vision and strategic direction represents the current and future needs of the organization and member school districts.
4. Engages member school districts to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces the commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from all stakeholders.

<i>Needs Improvement</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
-Shared vision and strategic direction is not documented -Constituents and stakeholders have no or limited engagement in the vision/direction -No evidence of routine feedback or review <div style="text-align: right;"><input type="checkbox"/></div>	-Vision or direction is documented -Some evidence of constituent engagement -Some evidence of feedback and review <div style="text-align: right;"><input type="checkbox"/></div>	-Vision and direction are documented and used to guide the ESU -Evidence of engagement with constituents in development and implementation of strategic direction -Evidence of progress, feedback, and review <div style="text-align: right;"><input type="checkbox"/></div>	-Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the ESU -Evidence of engagement with constituents in development and implementation of strategic direction -Evidence of progress, feedback, and review including input from board, school district administrators, teachers, students, and parents <div style="text-align: right;"><input type="checkbox"/></div>

Comments on rating and/or evidence:

2 Board, Policy, and the Education System

The ESU Administrator provides direction for the board in policy development and organizational governance within the political, social, economic, or legal context in which the ESU exists.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
2. Proactively responds to ESU needs and policy priorities.
3. Provides leadership in the compliance, review and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy as needed to support the organization's shared vision and strategic direction.
5. Collaboratively works to influence area, ESU, state and national decisions impacting education.

Needs Improvement	Developing	Effective	Highly Effective
-Limited or inconsistent communication with board members -Policies are outdated, not in compliance with state or federal law, or not routinely reviewed -No evidence of collaborative practice to influence decisions impacting student learning <input type="checkbox"/>	-Provides updates and communicates regularly with board members -Policies are routinely updated -Uses some collaborative strategies within the ESU and with member school districts <input type="checkbox"/>	-Engages board members in ESU needs and policy priorities -Policies are consistently reviewed and developed to incorporate state or federal policy, as needed -Some evidence of strategies to influence local, state and national decisions <input type="checkbox"/>	-Actively and consistently engages board members in ESU needs and policy priorities -Evidence of leadership in compliance, review and development of local policies - Evidence of collaborative support to influence local, state and national decisions <input type="checkbox"/>

Comments on rating and/or evidence:

3 Collaboration

The ESU Administrator leads through a collaborative process engaging all stakeholders and mobilizing necessary resources in support of the vision and strategic direction of the ESU.

Indicators

1. Communicates regularly and openly with area stakeholders about needs, challenges, and accomplishments.
2. Maintains a presence within the service region to understand its strengths and needs.
3. Understands and is engaged with service region and member school districts' needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between ESU departments, member school district administrators, and teachers.

<i>Needs Improvement</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
-Little or no evidence of collaboration in the organization -Little or no evidence of consistent communication with stakeholders -Little or no evidence of engagement with region activities or member school districts -Little to no evidence of identification of area needs, priorities, or resources <div style="text-align: right;"><input type="checkbox"/></div>	- Some evidence of collaboration in the organization -Some communication of ESU activities through newsletters and or ESU web site -Participates in some regional or member school activities -Demonstrates awareness of regional needs, priorities, and resources <div style="text-align: right;"><input type="checkbox"/></div>	-Routinely collaborates with board and staff -Routinely uses oral and written communication strategies regarding ESU activities -Routinely participates in regional or member school activities -Recognizes some ESU needs, priorities, or resources when planning. -Ensures engagement of school personnel and others <div style="text-align: right;"><input type="checkbox"/></div>	-Models collaboration and supports staff collaboration -Engages stakeholders through routine and consistent oral and written communication regarding ESU activities -Consistently participates in and provides leadership in regional or member school activities -Strategically incorporates needs, priorities, or resources in ESU planning -Ensures engagement of school personnel and others <div style="text-align: right;"><input type="checkbox"/></div>

Comments on rating and/or evidence:

4 Continuous Improvement and Accountability

The ESU Administrator promotes **student success** through a defined process of accountability and a culture of continuous improvement.

Indicators

1. **Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for organizational success.**
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about member schools student progress, academic achievement, school(s) and ESU effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. **Engages families, communities, and member school districts on student needs, successes, and challenges in all direct-service programs.**
6. Aligns ESU processes with state and national indicators of quality, accreditation and accountability.

Needs Improvement	Developing	Effective	Highly Effective
-Little or no evidence of innovation or continuous improvement -Little or no evidence of member school district student information guiding decision-making -Little or no evidence of use of quality indicators to guide ESU planning or practice <input type="checkbox"/>	-Some evidence of continuous improvement and innovation -Member school district student and school information is used to guide decision-making -Some quality indicators/accreditation standards guide ESU planning and practice <input type="checkbox"/>	-Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process - Information on member schools student progress and achievement is used for planning and decision-making -Alignment between ESU and state quality of indicators for accreditation and accountability <input type="checkbox"/>	-Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation - Comprehensive and current information on student progress and achievement is available and utilized in decision-making - Clear PK-12 alignment between ESU/state/national indicators of quality, accreditation and accountability. <input type="checkbox"/>

Comments on rating and/or evidence:

5 Teaching and Learning

The ESU Administrator ensures **student success** through continuous improvement in teaching, learning and leadership focused on research-based practices in curriculum, instruction, and assessment.

Indicators

1. Ensures the implementation of a coherent system of programs and services that align with the shared vision, are culturally responsive and embodies high expectations.
2. Communicates high expectations for all programs and services and accompanied by a data-driven approach that produces effective results.
3. Ensures ESU programs and services are research-based, innovative, and provide learning experiences and opportunities that lead to success.
4. Ensures ESU programs and services meet member district needs and align with state and national teaching and learning guidelines and expectations.
5. Monitors and supports the implementation of research-based instructional practices.

Needs Improvement	Developing	Effective	Highly Effective
-Little or no evidence of high expectations of ESU programs and services -Little or no evidence of core services -Little or no evidence of ESU services review or input -Little or no evidence of consistency or continual improvement of instructional practices <input type="checkbox"/>	-Some evidence of high expectations of ESU programs and services -Services and programmatic expectations are available in most school districts -Instructional practices have some consistency and some on-going improvement <input type="checkbox"/>	-High expectations are clearly and consistently communicated and monitored in all ESU programs and services -Services are developed, monitored and adjusted to meet school district needs -Services and programmatic expectations are available in core service areas. -Instructional process and practices are consistent with ongoing improvement <input type="checkbox"/>	-Data driven high expectations of ESU programs and services -Services are designed to provide equitable and challenging learning experiences and are routinely monitored and adjusted -Services and programmatic expectations are available in all core service areas and receive review and input -Continual improvement of instructional processes is monitored and enhanced with best practices <input type="checkbox"/>

Comments on rating and/or evidence:

6 Personnel Leadership

The ESU Administrator uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to **student success**.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the ESU’s shared vision and strategic direction.
2. Implements human resource systems and processes that address:
 - Recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

<i>Needs Improvement</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
-Little or no evidence of alignment of personnel and financial resources with ESU strategic vision or plan -Little or no evidence of short or long-term personnel planning -Little or no evidence of modeling life-long learning <div style="text-align: right;"><input type="checkbox"/></div>	-Some evidence of alignment of personnel and financial resource allocation to achieve ESU vision and direction -Some evidence of short term and long term personnel planning -Some evidence of participation in lifelong learning activities <div style="text-align: right;"><input type="checkbox"/></div>	-Evidence of alignment of personnel and financial resource allocation to achieve ESU vision and direction - Short and long term planning that address recruitment, hiring, induction, development, evaluation, and retention of high performing diverse staff is in place -Evidence of on-going modeling of life-long learning <div style="text-align: right;"><input type="checkbox"/></div>	-Evidence and ongoing strategic planning to ensure personnel and financial resources are allocated to achieve ESU vision and direction - Short and long term planning that address recruitment, hiring, induction, development, evaluation and retention of high performing diverse staff is in place, reviewed and monitored -Models lifelong learning by engaging and applying ongoing professional development <div style="text-align: right;"><input type="checkbox"/></div>

Comments on rating and/or evidence:

7 Systems Leadership and Management

The ESU Administrator promotes **student success** by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and ESU vision with the use of physical and financial resources.
3. **Uses a systems approach that optimizes the use of facilities while maintaining a focus on clean, updated, safe, and secure ESU facilities.**
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources.

<i>Needs Improvement</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
-Business processes are out of date and not clearly linked to ESU program and service success -Facilities and vehicles are not up-to-date, clean, safe and secure -Little evidence of building consensus, managing conflict, and resolving operational issues <div style="text-align: right;"><input type="checkbox"/></div>	-Most business processes in place and using current best practices but not clearly linked to ESU program and service success -Some evidence of facility planning, fairly clean and safe facilities -Manages operational issues with little to no conflict <div style="text-align: right;"><input type="checkbox"/></div>	-Business processes are in place using current best practices with a clear priority on ESU program and service success -Processes are in place for ongoing facility planning and facilities and vehicles are clean, safe and secure -Manages operational issues with little to no conflict and builds some consensus <div style="text-align: right;"><input type="checkbox"/></div>	- Business processes are in place using current best practices and are organized and reported to clearly link relationship of programs and services with student success -Processes are in place for optimizing facilities through planning and a priority focus is on clean, updated, safe and secure facilities and vehicles -Identifies and resolves operational issues, manages conflict and builds consensus <div style="text-align: right;"><input type="checkbox"/></div>

Comments on rating and/or evidence:

8 Equity, Climate, and Culture

The ESU Administrator fosters and monitors the organizational climate and culture to ensure equity and enhance the academic, physical, social and emotional growth of all **member school district students.**

Indicators

1. Creates a system in which shared vision on equity and equitable practices are the norm.
2. **Develops processes and programs that support the needs of ESU staff and member school district staff and students.**
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all others.

<i>Needs Improvement</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
-Little or no evidence of a shared vision on equity and equitable practices -Little or no evidence that leadership promotes a sense of well-being, valuing diversity and grounded in trust -Little or no evidence of a responsive culture of high expectations <input type="checkbox"/>	-Some evidence of shared vision on equity and equitable practices -Some evidence that the leadership team promotes a sense of well-being, valuing diversity and grounded in trust -Some evidence of a responsive culture of high expectations <input type="checkbox"/>	-Shared vision on equity and equitable practices is evident through professional development -Leadership team promotes a sense of well-being, valuing diversity and grounded in trust through communication processes and ESU procedures -Communication processes promote a culture of high expectations for self, staff, and all member school district students. <input type="checkbox"/>	-Shared vision on equity and equitable practices is the norm through professional development, ESU processes and procedures, and validated through an annual student/staff climate survey -Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and ESU procedures and validated through a student/staff climate survey -Communication processes and survey of climate and culture validate a culture of high expectations for self, staff and all member school district students. <input type="checkbox"/>

Comments on rating and/or evidence:

9 Leadership, Conduct, and Professional Development

The ESU Administrator leads with fairness, integrity, a high level of personal and professional conduct, and participates in professional development opportunities to model the continuous improvement needs of the organization.

Indicators

1. Leads with dignity and respect.
2. Ensures implementation of policy and practice is consistent.
3. Models and articulates ethical behavior.
4. Consistently holds others in the ESU accountable for demonstrating integrity and ethical behavior.
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.

Needs Improvement	Developing	Effective	Highly Effective
-Does not demonstrate dignity or respect when communicating with students, staff, families, community members, or member school district personnel -Decisions do not appear to be just, fair or equitable -Does not model or hold others accountable for demonstrating ethical behavior -Does not participate in professional development or leadership activities <input type="checkbox"/>	-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, community members, or member school district personnel -Decisions do not consistently appear to be just, fair or equitable -Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior - Participates in some professional development <input type="checkbox"/>	-Demonstrates dignity or respect when communicating with students, staff, families, community members, or member school district personnel -Most decisions appear to be just, fair or equitable -Models ethical behavior and generally holds others accountable for demonstrating ethical behavior - Participates in professional development that is aligned with ESU vision and direction <input type="checkbox"/>	-Consistently demonstrates dignity or respect when communicating with students, staff, families, community members, or member school district personnel -Decisions consistently appear to be just, fair or equitable -Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior - Participates in professional development that is aligned with ESU vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community <input type="checkbox"/>

Comments on rating and/or evidence:

ESU Administrator Performance Targets

Clearly identify two or three significant performance targets to be accomplished **by the** ESU Administrator during the next year. These targets must be specific and measureable and integrate with the ESU shared vision and strategic direction.

Performance Target: _____

Measure of Success or Evidence: _____

Comments: _____

Performance Target: _____

Measure of Success or Evidence: _____

Comments: _____

Performance Target: _____

Measure of Success or Evidence: _____

Comments: _____

Summary Comments/Recommendations

ESU Administrator Evaluation Summary

1. Shared Vision and Strategic Direction

____ Needs Improvement ____ Developing ____ Effective ____ Highly Effective

Summary Comments/Recommendations

2. Board, Policy and the Education System

____ Needs Improvement ____ Developing ____ Effective ____ Highly Effective

Summary Comments/Recommendations

3. **Collaboration**

____ Needs Improvement ____ Developing ____ Effective ____ Highly Effective

Summary Comments/Recommendations

4. Continuous Improvement and Accountability

____ Needs Improvement ____ Developing ____ Effective ____ Highly Effective

Summary Comments/Recommendations

5. Teaching and Learning

____ Needs Improvement ____ Developing ____ Effective ____ Highly Effective

Summary Comments/Recommendations

6. Personnel Leadership

___ Needs Improvement ___ Developing ___ Effective ___ Highly Effective

Summary Comments/Recommendations

7. Systems Leadership and Management

___ Needs Improvement ___ Developing ___ Effective ___ Highly Effective

Summary Comments/Recommendations

8. Equity, Climate and Culture

___ Needs Improvement ___ Developing ___ Effective ___ Highly Effective

Summary Comments/Recommendations

9. Leadership, Conduct, and Professional Development

___ Needs Improvement ___ Developing ___ Effective ___ Highly Effective

Summary Comments/Recommendations

___ ***Meets Expectations and Recommend Contract Renewal***

___ ***Attached Improvement Plan—Recommend Contract Renewal***

___ ***Does Not Meet Expectations—Do Not Recommend Contract Renewal***

Board President Signature

Date_____

ESU Administrator Signature

Date_____

Section III Resources

The following section is designed to provide resources for the ESU Administrator and the board of education. These resources may be modified to meet the needs of the user. Over time, additional resources will be developed and added to this section. In the future, the resources will include exemplary examples of best practices and artifacts. It may also include links to useful information or resources.

Contents

- ✚ Recommended Evaluation Timelines for New or Returning ESU Administrators
- ✚ Sample Policies/Practices
- ✚ Standards and Evaluation Checklist
- ✚ Improvement Plan
- ✚ Evidence and Artifacts

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Recommended Timeline

The following is a suggested timeline for the ESU Administrator evaluation process. Timelines differ for an ESU Administrator returning to a ESU and a new ESU Administrator to a ESU.

Returning ESU Administrator

May-July

- ESU Administrator identifies performance targets for the upcoming school year.
- Board and ESU Administrator review and agree upon standards and the evaluation process.

August-October

- ESU Administrator provides regular updates on progress towards performance targets.
- ESU Administrator provides updates, evidence and artifacts aligned to the *Standards*.

November-December

- ESU Administrator completes the self-assessment and report on performance targets.
- ESU Administrator provides the board with any artifacts or evidence pertinent to the evaluation process.
- Board reviews performance targets, artifacts, evidence and self-assessment.
- Board completes evaluation instrument.
- Board President completes evaluation summary.
- Board shares evaluation results with the ESU Administrator.
- Board presents contract recommendations or modifications.

New ESU Administrator (Year 1 of Contract)

July-August

- For a first-time ESU Administrator, the Board and the ESU Administrator should jointly review the *NCSA ESU Administrator Standards*.
- Board and ESU Administrator jointly agree on performance targets for the upcoming school year.
- Board and ESU Administrator review and agree upon standards and the evaluation process.

August-October

- ESU Administrator provides regular updates on progress towards performance targets.
- ESU Administrator provides updates, evidence and artifacts aligned to the *Standards*.

November-December

- Board reviews progress on *Standards*, performance targets, evidence and artifacts and mutually agree upon any areas for improvement or adjustment.

January-February

- ESU Administrator completes the self-assessment and report on performance targets.
- ESU Administrator provides the board with any artifacts or evidence pertinent to the evaluation process.
- Board reviews performance targets, artifacts, evidence and self-assessment.
- Board completes evaluation instrument.
- Board President completes evaluation summary.
- Board shares evaluation results with the ESU Administrator.
- Board presents contract recommendations or modifications.

Policy or Practice Examples

Following are examples of board policies or practices that could be used in conjunction with the ***Nebraska ESU Administrator Standards and Evaluation System***.

Sample Policy/Practices #1 Administration/ESU Administrator

The ESU Administrator shall be the chief executive officer of the ESU. As chief executive officer, the ESU Administrator will have general oversight of the system. The ESU Administrator shall be responsible, either directly or via delegated authority for the general operation and administration of the system and all of its divisions. The ESU Administrator will be responsible for those duties which are mandated by statutes and those which are specifically designated by board policy, regulations and procedures.

The ESU Administrator shall be properly certified in accord with state statute and regulations and have education, experiences and skills as deemed appropriate by the board. The board is responsible for employing, working with and evaluating the performance of the ESU Administrator.

The responsibilities of the ESU Administrator include, but are not limited to the following:

An option is to insert policy or practice the ***Nebraska ESU Administrator Standards and Indicators*** found in Section I of this document.

Sample Policy/Practice #2 Administration/Evaluation of the ESU Administrator

The goal of evaluation is to assess the ESU Administrator's effectiveness in leading the ESU toward the established vision and direction through a culture of continuous improvement. The goal of the ESU Administrator's formal evaluation is to ensure the education program for students is carried out, promote growth in effective administrative leadership, clarify the immediate priorities of the board and to build on the working relationship between the board and the ESU Administrator. The board shall conduct a formal evaluation of the ESU Administrator's skills, abilities and competence using the ***Nebraska ESU Administrator Standards***. The formal evaluation will occur twice during the first year of employment as ESU Administrator and at least once annually thereafter.

At this point it is suggested to insert into policy the *Nebraska ESU Administrator Evaluation System* found in Section II of this document.

Standards and Evaluation Checklist

Standards

- ✓ ESU Administrator and Board review and discuss the standards, indicators and artifacts.
- ✓ Board adopts the standards.

Evaluation system

- ✓ Board reviews timeline and evaluation system.
- ✓ Board makes modifications to meet local needs.
- ✓ Board and ESU Administrator agree on timeline and evaluation system.
- ✓ Board adopts an evaluation system.
- ✓ Evaluation System is submitted to NDE for approval
- ✓ Board completes evaluation instrument.
- ✓ Board completes the evaluation process and summary with the ESU Administrator.

Administration/ESU Administrator Contract

- ✓ Before the board approves a proposed contract or amendment for ESU Administrator services, a copy of the contract or amendment, and a reasonable estimate and description of all current and future costs to the ESU if the proposed contract or amendment were to be approved.
- ✓ The publication must occur at least 3 days before the meeting to consider the contract or amendment and shall also specify the date, time and place of this public meeting.
- ✓ The board may satisfy this publication requirement through electronic publication on the ESU website, if it is prominently displayed and allows public access to the entire proposed contract or amendments.
- ✓ Within 2 days after the board approves the contract or amendment the board shall publish a copy of the contract and a reasonable estimate and description of all current and future costs to the ESU that will be incurred as a result of the contract.
- ✓ Electronic publication shall satisfy this requirement if prominently displayed in full on the ESU web site.
- ✓ The board shall also file a copy of the contract or amendments with the Nebraska Department of Education on or before August 1st.

Improvement Plan

- If it is recommended to focus on areas needing improvement, the following elements should be included in an Improvement Plan.
- Clearly stated identification of the specific standards or indicators that need improvement.
- Measurable goal(s) for growth and improvement to a level that would be satisfactory.
- Clear and specific activities required to accomplish the goal(s).
- Evidence and artifacts that will be expected to determine if progress is being made or if the goal(s) are being accomplished.
- Clearly defined timelines, including benchmarks or progress checkpoints, and a final date for completion.
- Summary or record of progress and/or completion. Signed and dated by the ESU Administrator and Board President.

Evidence and Artifacts

This section will be developed with input from ESU Administrators. When completed, it will provide more detailed descriptions and examples of evidence and artifacts.

Section IV References

Introduction

The following section list all of the references used in the development of the NCSA ESU Administrator Standards and Evaluation System.

External Review and Validation

A special thank you to the following individuals who provided input and expertise throughout the development of the *NCSA Standards and Evaluation System*.

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Ed Rastovski
Baker & Rastovski School Services

Alan Harms
NRCSA

James Havelka
NRCSA

Jon Habben
NRCSA

Nebraska School Resources

The following school districts and ESU's submitted copies of current superintendent or ESU Administrator evaluation instruments, processes, policies, and job descriptions that were used as a reference in the development of the NCSA ESU Administrator Standards and Evaluation System.

Columbus Public Schools

Crete Public Schools

ESU OR-1 Palmyra-Bennet

Doniphan-Trumbull Public Schools

ESU 1

ESU 7

Gothenburg Public Schools

Lincoln Public Schools

Millard Public Schools

Norris School ESU

Scottsbluff Public Schools

Seward Public Schools

Stanton CommESUy Schools

Twin Rivers Unified School ESU

Waverly School ESU

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