

Board of Education Retreat
Monday, March 13, 2017 6:30 PM
Boardroom at 2nd Avenue School
1700 14th Ave
Nebraska City, NE 68410

1. Call to Order
2. Discussion Items
 - 2.1. District Resource Officer - Safety Discussion
 - 2.2. Financial History
 - 2.2.1. Budget
 - 2.2.2. Negotiations Procedure
 - 2.2.3. Bid Process
 - 2.3. Teacher and Administrator Evaluation
 - 2.3.1. Teacher Evaluation Policy and Procedures
 - 2.3.2. Principal Evaluation Model
 - 2.4. Other Discussion Items
3. Adjournment

CERTIFICATED EMPLOYEE EVALUATION PROCEDURES

The performance of the teaching staff shall be evaluated in writing twice per year. The first evaluation shall be completed by November 15th and the second evaluation by March 15th of each school year. Evaluations are to be completed on the form supplied by the Superintendent of Schools.

The classroom performance of each teacher shall be observed at least two times per year for a minimum of the one class period, or equivalent, on each observation. Observations shall be completed on the form supplied by the superintendent of Schools.

Observations and evaluations shall be conducted by the building principal. The building principal may request additional observations to be conducted by other qualified personnel, but the teacher is to be notified of this in advance and have the opportunity to express his/her concern in this matter.

The classroom teacher may also request additional observations to be conducted by other qualified personnel. Such requests shall be in writing and shall be presented to the Superintendent of Schools, or otherwise acting upon such report. The teacher's signature means only that the evaluation report has been shared and discussed with him/her. Principals are directed to discuss written evaluations or classroom observations with the teacher before filing, submitting, or acting upon such.

The probationary teacher shall be notified prior to the first visitation and during his/her first year of teaching in the school system. Prior notification of the teacher shall not be required for subsequent classroom visitations and observation.

Evaluation and observation reports shall be signed and dated by the administrator responsible for completing the report. Any and all data used to complete an evaluation report shall be referenced in the report. Data included in evaluation reports shall not be restricted to data gathered in classroom observations only. Evaluation reports shall be written in narrative form and include the teacher's name, evaluator's name, teacher's signature and date, evaluator's signature and date, identification of specific problems and denoted by the evaluator, the evaluator's suggestions or recommendations to the teacher for improving or solving the specified problems, and written comments or reactions by the teacher. A time frame for implementing suggested improvements shall be arrived at jointly by the teacher and evaluator.

The hearing procedure for teachers aggrieved by the evaluation process shall be consistent with that set forth in NCEA/Board of Education Agreement.

Inservice for the building administrators in the evaluation process shall be offered as necessary but, in no event, less than once every two years. Whenever possible, this training will be conducted with assistance from ESU #4 or higher education personnel and will be unique to the evaluation system used in the district.

Evaluators shall possess a valid Nebraska Administrative Certificate, be properly endorsed, and shall be trained to use the evaluation system employed in the district.

TRANSLATION OF CRITERIA FOR TEACHER EVALUATION INTO
BEHAVIORAL CHARACTERISTICS WHICH CAN BE READILY OBSERVED
AND/OR MEASURED

1. Classroom Control

The teacher utilizes class control and discipline techniques that result in an atmosphere conducive to teaching and learning and which encourage student responsibility for self-discipline.

- a) The teacher establishes a definite set of class rules and procedures which provide for the orderly and efficient operation of the classroom. These rules are clearly explained to the students along with the consequences for exceeding their limits.
- b) Daily lessons appear to be well organized with purposeful, constructive activities taking place and a minimum of wasted time.
- c) Students seem to be attentive, well-behaved and courteous to one another. They are respectful to the teacher and abide by the rules and regulations of the classroom.
- d) Individual students whose behavior exceeds the limits of the class rules and regulations are handled in a firm, but fair, reasonable, and consistent manner.

2. Classroom Management

The appearance and arrangement of the classroom is conducive to learning and effective for instruction, control and maintenance of safety.

- a) The appearance of the classroom is neat, clean, and tidy.
- b) Bulletin boards and displays are attractive and conducive to an educational atmosphere.
- c) School property, equipment, and materials are properly cared for and the students encouraged to do likewise.
- d) Room arrangement and equipment utilization emphasize safety. Students are properly supervised when utilizing equipment that could pose potential hazards.

3. Communications Skills

- a) The teacher exhibits a satisfactory command of the English language in both oral and written communication.
- b) The teacher communicates with students at their level of comprehension and directions, explanations, and assignments are clearly given.
- c) The teacher makes every effort to keep parents and students informed of student's academic progress, problems that may arise, etc.
- d) Written communication is always legible, accurate, and complete.
- e) The teacher keeps administrators, resource personnel, guidance counselors, and others informed of matters that may concern them.
- f) Questions from students and parents are answered in honest, but tactful ways.

4. Compliance with School Policy, Procedures, and Regulations

The teacher is knowledgeable of school policies (district or building level), procedures, and regulations and makes every effort to comply with the same.

- a) The teacher is prompt in arrival at school, classes, and scheduled meetings.
- b) Attendance at school, staff meetings, staffings, and inservice programs is regular unless prior arrangements have been made with administrative personnel.
- c) The teacher does not leave students unattended and unsupervised and also effectively
- d) supervises students when assigned to do so.
- e) The teacher is punctual in completing required reports and records and submitting such reports and records as is reasonable requested by the administration.
- f) The teacher follows the chain-of-command in grievance procedures and complies with the established grievance procedures.

5. Professional Preparation and Knowledge of Subject Matter

The teacher demonstrates a working knowledge of the subject matter he/she is assigned to teach and also continually strives to grow professionally in assigned areas.

- a) The teacher demonstrates a working knowledge of the subject areas(s) he/she is assigned to teach and application of teaching strategies necessary to effectively teach in the area(s).
- b) Teachers teaching in non-endorsed or uncertified areas must be willing to work for the endorsement or certification in those areas if so requested by the administration.
- c) The teacher must have sufficient knowledge of the assigned subject areas and teaching strategies to relate to the slower learner as well as to challenge
- d) the more able student.
- e) The teacher recognizes the relationship of his/her subject areas to other subject areas and strives to vertically and horizontally articulate these relationships while teaching.
- f) The teacher keeps abreast of new development and knowledge in his/her assigned subject areas and incorporates these into his/her lessons.
- g) The teacher realizes that the student's ability to acquire knowledge of concepts, principles, and generalizations is more important than memorization of facts and teaches accordingly.

6. Relationship with Others

The teacher establishes rapport with others and develops a positive, working relationship with these people for the benefit of the students.

- a) The students exhibit respect toward and a liking for the teacher as demonstrated in their attitude toward the teacher both in and out of the classroom.
- b) The teacher communicates with parents and strives to develop a constructive relationship whereby the teacher and parents can work cooperatively together to better meet the educational needs of the student.
- c) The teacher respects the right, feelings, and differences among other staff member. He/she is willing to listen to the ideas of others and avoids criticizing colleagues in the presence of others.

- d) The teacher is willing to share ideas, plans, materials, and facilities with other staff members and is willing to help others when needed and to work together cooperatively for the mutual benefit of the students.
- e) The teacher readily seeks advice or assistance from colleagues, guidance counselors, resource specialists, or administrators and is willing to listen to their suggestions and recommendations.
- f) The teacher is cooperative with administrative personnel, supportive of their decisions, and receptive to constructive criticism.

7. Instructional Capabilities

The teacher provides sound educational instruction in the classroom with activities geared to the interests, needs, and abilities of the students utilizing techniques and methods which are proven, up-to-date, and considered acceptable.

- a) The teacher guides the learning process by establishing objectives which are clear and relevant and communicates these to the students.
- b) The teacher utilizes a variety of teaching methods and techniques and makes use of available resources, materials, and equipment in presenting the lesson.
- c) The teaching presentations are clear and geared to the ability of students. The pace of the lesson is consistent with student capabilities; questions are answered and the teacher is sure the comprehend before moving on. New material or lessons are introduced only after the students have been successful with preceding lessons or material.
- d) The teacher is flexible in his/her approach to teaching and willing to try other techniques and methods which might better meet the needs, interests, and abilities of the students.
- e) The teacher selects learning activities which are appropriate to the objectives and which encourage student participation in the lesson.
- f) The quantity and quality of work and understanding expected from students is consistent with their abilities. Homework assignments are reasonable in length and frequency. In-class study time is provided when homework assignments are given and when the teacher is available to answer questions and give directions.

8. Planning and Organizational Skills

The teacher plans effectively for daily lessons and for long range goals and is organized so that the necessary materials and equipment needed for the lesson are readily available.

- a) The teacher develops and executes written lesson plans when requested by the administration which will guide instruction on a daily and long-range basis.
- b) Lessons are planned sufficiently in advance so the teacher has time to gather the necessary materials and inform other (resource personnel, library staff, etc.) of needs or advice which concern them.
- c) Daily lessons are organized so that purposeful activities keep the students constructively busy during class period time.
- d) The teacher assumes the responsibility of getting lessons organized, materials gathered, and other information ready for substitute teachers.

- e) The teacher keeps grades up-to-date and returns corrected written work to students within a reasonable time.
- f) The teacher utilizes his/her time effectively so that report cards are complete, referral slips sent, reports and requested information turned in on time.
- g) The teacher exhibits personal organization by remembering the date, time, and place of staff meetings, staffings, conferences, etc.

9. Motivation of Students

The teacher stimulates students to work toward maximum potential and to take pride in their accomplishments.

- a) The teacher uses positive reinforcement and praises student work whenever and wherever possible. The teacher also informs parents when student work and effort exceeds expectations.
- b) The teacher instills enthusiasm in the students by being an enthusiastic teacher.
- c) There is ample evidence (quality of grades, number of referral slips, and achievement test results) that the students are making progress and learning what is being taught.
- d) Students in the teacher's classes freely participate in the lesson by actively participating in class discussions and taking part in class activities.
- e) The teacher utilizes teaching techniques and methods and learning activities which capitalize upon the student's interests. He/she makes very effort to make lessons interesting and to keep students attentive.

10. Professionalism

The teacher's attitude, conduct, and character are indicative of the professional status of the teaching profession and serve as an example or model for student behavior.

- a) The teacher displays a positive attitude toward school and his/her job. He/she is supportive of the school, its programs and staff and avoids destructive criticism (as opposed to constructive criticism) in front of others, both in and out of school.
- b) The teacher keeps "school business" at school and keeps confidential information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- c) The teacher uses good judgment and common sense when making decisions and dealing with others.
- d) The teacher is dedicated to his/her job and willing to put in whatever time and effort is necessary to get the job done properly.
- e) The teacher's personal appearance and grooming is indicative of the professional status of the education profession and sets an example for the students.
- f) The teacher exhibits emotional control and practices patience and tolerance when working with others. He/she maintain a sense of humor and remains reasonably calm when things go wrong. He/she attempts to be understanding and compassionate with others and their problems.
- g) The teacher is honest and sincere when dealing with others, but always tactful and friendly.

- h) The teacher is willing to help others and volunteers to serve on committees, assists with projects, inservice programs, open houses, etc., and in general, goes “above and beyond “ his/her assigned teaching assignment(s).
- i) The teacher demonstrates his/her interest in students by periodically attending music concerts, athletic games, plays, etc.

11. Empathy

The teacher understands and accepts students as individual human beings with dignity and worth, and helps them improve their self-image by helping them grow in their understanding of their capabilities and limitations.

- a) The teacher encourages all students to participate in discussions.
- b) The teacher has a reasonable understanding of the pupil’s personal background, individual experiences, maturity, physical and mental abilities and demonstrates such understanding by helping, caring, and being willing to go more than half way.
- c) The teacher creates an atmosphere where students feel free to express their views, and encourages respect for the rights, opinions, property, and contribution of others.
- d) The teacher creates an atmosphere in which students perceive that the teacher cares about what and how they learn.

12. Personal Conduct

The teacher should recognize the magnitude of the responsibility he/she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his/her colleagues, and to be judged by them.

- a) The teacher shall conduct professional educational activities in such a way that it is in the best interest of the student.
- b) The teacher shall accord just and equitable treatment to every student regardless of race, color, creed, sex marital status, national origin or ethnic background.
- c) The teacher shall not commit any crime involving moral turpitude, nor commit any felony under the laws of the United States or any state or territory.

CERTIFICATED EMPLOYEE EVALUATION

The Mission of the Nebraska City Public Schools is “to provide a quality educational experience for ALL students.”

The Nebraska City Public Schools believes that a strong and on-going teacher evaluation system is necessary to achieve excellence concerning instructional elements in the district. Teacher evaluation is necessary to insure effective instructional staff and practices, and to provide a means to achieve instructional excellence. Teacher evaluation is designed to be a cooperative process between the administration and the teachers in order to maintain and enhance the educational opportunities for all the children in the Nebraska City Public Schools.

Purposes of Teacher Evaluation

1. Accountability:

- To ensure that all students learn the skills, knowledge and attitudes necessary for responsible living in a changing society.
- To ensure that only effective teaching practices continue in the classroom.

2. Professional Growth:

- To foster the continuous improvement of teaching and learning by teachers.

3. School Improvement:

- To promote the continued focus of the district on the improvement of instruction process.

Elements of Effective Teaching

1. Instructional Skills

- 2. Classroom Management and Climate Control** - is that which fosters student involvement and cooperation while establishing a productive working environment.
- 3. Communication** - is the ability to express and take in information.
- 4. Knowledge of Subject Matter** - is demonstrated initially by having the proper endorsements and certification and is continued by pursuing excellence through a program designed to foster proficiency in the field.
- 5. Planning and Preparation** - is the ability to effectively plan lessons.
- 6. Evaluation** - is the skills used to assess student learning and to adjust teaching strategies when appropriate.

7. **Professional and Interpersonal Qualities** - includes the ability to exhibit leadership, accepts school related responsibilities, contributes to the ongoing improvement of the district and continues to develop professionally.

Overview

All Certificated Staff will be supplied annually, in writing, a copy of the evaluation procedures utilized in the district. Staff will be placed in either the Appraisal cycle, the Self Growth One cycle or the Self Growth Two cycle for that school year. Timelines for each staff member will be issued indicating the forms that are to be completed regarding their particular cycle and the dates for completion of these forms and the information that is required.

All teachers will be assessed each year through the teacher evaluation and professional growth cycle. Teachers who have completed their probationary period in the Nebraska City Public Schools will participate in a 3 phase cycle (normally taking 3 years) consisting of Appraisal, Self Growth One, and Self Growth Two. The 3 year cycle is initiated with the more accountability-oriented phase entitled Appraisal.

Teachers will continue in the Appraisal cycle during their three year probationary period. They will move into Self Growth One at the beginning of their fourth year of employment in the district.

When the evidence collected through Appraisal indicates that a teacher is performing effectively in the classroom, then the teacher becomes involved in the more professional growth-oriented phases of the cycle, Self Growth One and Self Growth Two, during which the teacher gathers evidence of growth and change. Although the supervisor continues to monitor the teacher's classroom performance during the next two phases of the cycle, the primary focus is on working with the teacher to enhance the student learning experience through the professional growth process.

Intensive Assistance Program

When the standards of performance set forth in the Elements of Effective Teaching are not met, then teachers may be placed in the Intensive Assistance Program. The determination for placement in the Intensive Assistance Program is made through the Appraisal Phase. Teachers may be moved into the Appraisal Phase at any point in the evaluation process.

Teacher Performance Criteria

Teachers will be evaluated with respect to the Elements of Effective Teaching and the criteria used to describe each of the seven elements. The elements and the criteria used to evaluate teaching in the Nebraska City Public Schools include a broad range of behaviors. They are used to guide teacher growth and development beyond competency to high levels of proficiency.

TEACHER/EDUCATIONAL SPECIALIST EVALUATION: Administrative Regulations

Recognizing that our school district's most valuable asset are its educators, the Board of Education of acknowledges the need for the continuing evaluation of the performance of teachers and educational specialists employed by Nebraska City Public Schools and requires the Superintendent to ensure that such evaluation is carried out as outlined in this policy. It shall be the responsibility of the Superintendent to develop appropriate regulations and procedures to implement this policy and to ensure that the policy, regulations, and procedures comply with Nebraska law and Nebraska Department of Education regulations regarding the evaluation of certificated personnel.

- A. Purposes. The Board recognizes three major purposes for the evaluation of the performance of teachers and educational specialists:
1. Accountability:
 - To ensure that all students learn the skills, knowledge and attitudes necessary for responsible living in a changing society.
 - To ensure that only effective teaching practices continue in the classroom.
 2. Professional Growth:
 - To foster the continuous improvement of teaching and learning by teachers.
 3. School Improvement:
 - To promote the continued focus of the district on the improvement of instruction process.
- B. Applicability. This policy is applicable to the following categories of certificated employees:
- (1) Teachers defined as those certificated employees whose primary assignment is the direct teaching of students.
 - (2) Educational specialists defined as certificated employees whose primary assignment is to provide instructional support or special services to teachers and students and whose job assignment requires a Nebraska teaching or special services certificate. This category includes, but is not limited to, instructional support teachers, library-media specialists, technology coordinators, curriculum coordinators, school activity coordinators, guidance counselors, speech/language therapists, physical and occupational therapists, and certificated school nurses.

Administrators, defined as those employees whose primary assignment requires them to hold a Nebraska administrative and supervisory certificate, are not covered by this policy.

- C. Definitions. For purposes of this policy, these terms are defined as follows:
- (1) Evaluation Cycle. The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle

of probationary teachers/educational specialists shall be one school year. The evaluation cycle for permanent (tenured) teachers/educational specialists covered by this policy may be up to three school years.

- (2) Summative Evaluation. Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
- (3) Formal Observation. The formal observation of a teacher or educational specialist may include: (1) advance notice to the employee of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full instructional period in the case of probationary employees and for a duration determined by the observer in the case of permanent employees; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.
- (4) Informal/Walk-through Observations. These observations are brief classroom or work space visits, for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the employee may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.
- (5) Full instructional period. For purposes of required classroom observations, a full instructional period shall be defined as the full duration of the class or subject period in which the observation is taking place on the day that the observation is taking place. For the observation of the work of probationary educational specialists, the duration of the observation should be for the equivalent of a typical instructional period as listed on the normal daily schedule of the school in which he or she is being observed.
- (6) Instructional Framework. For purposes of gathering data on teaching practices and the analysis of such practices, the district shall use an instructional framework based on Robert Marzano's Art and Science of Teaching.
- (7) Student Learning Objectives/Specialist Program Objectives. For purposes of teacher and educational specialist evaluation, student achievement and program performance results may be assessed through the use of Student Learning Objectives or Specialist Program Objectives. In collaboration with his/her evaluator, each teacher or educational specialist shall develop one or more Student Learning Objectives or Specialist Program Objectives each school year. The teacher/specialist will receive an annual evaluation rating based on his/her implementation of strategies designed to achieve these objectives and his/her results in achieving the objectives.

- (8) Individual Professional Development Plan. On an annual basis, each teacher/educational specialist shall develop an Individual Professional Development Plan based on the results of his/her most current evaluation. The plan is to be developed in collaboration with his/her evaluator and consist of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. The teacher/educational specialist will receive an evaluation rating each year on his/her success in implementing the professional development strategies and achieving the goals.
- (9) Student Perception Data. Student perception data may be collected via student surveys at least once during each evaluation cycle for each teacher/educational specialist. The teacher/educational specialist will not receive an evaluation rating based on the survey results, but the results will provide data to assist the evaluator and teacher/educational specialist in identifying areas of strength and areas for professional growth.
- (10) Primary and Complementary Evaluators. All evaluators of teachers and educational specialists employed by the district shall be certificated administrators. The primary evaluator for each teacher/educational specialist is that employee's principal. In the case of teachers/educational specialists who are supervised by more than one principal, the Superintendent shall designate one principal as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant principals or district-level administrators, who have been designated to assist the primary evaluator.
- (11) Plan for Improvement. A rating of "Basic" in any component of a teacher/educational specialist's summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The employee and his/her evaluator shall review progress on the Plan for Improvement at least once per semester.
- (12) Plan of Assistance. A rating of "Unsatisfactory" in any component of a teacher/educational specialist's summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The employee and his/her evaluator shall review progress on the Plan of Assistance at least once per semester.

D. Evaluative Criteria. By adopting the evaluative criteria listed below, the Board ensures that all teachers are evaluated on instructional performance and classroom organization and management, and that both teachers and educational specialists are evaluated on personal and professional conduct in accordance with Nebraska Department of Education Rule 10.

(1) Teacher/Educational Specialist Practice. Teacher/Educational Specialist practice will be evaluated based on the Effective Practices cited in the **Nebraska Teacher Performance Framework**.

(2) Classroom Practice. The analysis of classroom practice for Teachers/Educational Specialist shall be based on the district's chosen instructional framework. The Superintendent shall designate (*Charlotte Danielson's Framework for Teaching* or *Robert Marzano's Causal Evaluation Model*) as the district's instructional framework.

(3) **(Optional).** Student Learning Objectives/Specialist Program Objectives. Student achievement or program performance shall be evaluated based on Student Learning Objectives or Specialist Program Objectives, as appropriate. The Superintendent shall develop or adopt appropriate rubrics to assess teacher/educational specialist performance on such objectives.

(4) Professional Development. Professional development of teachers/educational specialists shall be evaluated through an annual rating of the employee's Individual Professional Development Plan.

(5) **(Optional).** Additional Local Standards. The Superintendent may propose to the Board for adoption such additional local standards for teachers/educational specialists as may be appropriate.

(6) Overall Performance. Based on the criteria above, an overall performance rating shall be determined by the evaluator of each teacher/educational specialist as part of the employee's summative evaluation.

E. Levels of Performance. The performance of teachers/educational specialists shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

(1) **Exemplary**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.

(2) **Proficient**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.

(3) **Basic**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient”.

(4) **Unsatisfactory**—In the judgment of the evaluator, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

F. Evaluation Procedures.

1. Annual Notice. The Superintendent shall annually ensure that teacher/educational specialists are made aware of the evaluation policy and procedures in writing by including it in the Faculty Handbook or other notice to employees.

2. Evaluation Cycle/Sequence of Evaluation Activities. A Teacher/Educational Specialist Evaluation Procedures Sequence is included as an Appendix to this policy.

(a) Appraisal Cycle: Teachers/Educational Specialists in the Appraisal cycle shall have an annual evaluation cycle consisting of a formal and informal/walk-through evaluations during the first semester and a formal and an informal/walk-through evaluation and summative evaluation during the second semester. Each semester’s evaluation shall include a formal observation for a full instructional period as described in this policy. In addition, the summative evaluation shall include ratings on the district’s local standards, a rating on Individual Professional Development Plan performance as well as an overall rating based on the evaluator’s judgment of performance on all components of the evaluation process.

(b) Self-Growth Cycle: Teachers/Educational Specialists in the Self-Growth Cycle will be on a three-year evaluation cycle as determined by his/her evaluator. At the end of the Self-Growth Cycle, the evaluator will make a recommendation if the teacher is to return to the Appraisal Cycle or begin a new Self-Growth Cycle. At any point, the evaluator can return the teacher/specialist to the Appraisal Cycle.

a. The three-year Self-Growth Cycle:

- i. Year 1 – Self-Growth Informal. During year 1, Teachers/Educational Specialists will be observed a minimum of 2 informal/walk-through observations per semester. Teachers/Educational Specialists will develop an individual professional learning/development plan.
- ii. Year 2 – Self-Growth Reflection. During year 2, Teachers/Educational Specialists will be observed a minimum of 1 informal/walk-through observation per semester and will develop a self-evaluation process to include video reflection, instructional rounds, pd 360 coursework, book reviews, or a combination during the year. Teachers/Educational Specialists will develop an individual professional learning/development plan.

iii. Year 3 – Self-Growth Summative. During year 3, Teachers/Educational Specialists will be observed a minimum of 1 informal/walk-through observation per semester and a summative evaluation at the end of the year/cycle. The Teacher/Educational Specialist and their Administrator will rate the Individual Professional Learning/Development Plan and complete the Summative Evaluation.

3. Gathering Evaluation data. The district’s evaluation system is based on data gathered from multiple measures of teacher and educational specialist performance, including but not limited to the following:

(a) Direct observation of work performance. The evaluation of all teachers and educational specialists covered by this policy will be based in part on direct observation of the staff member performing his/her duties. The Board encourages multiple observations of teacher and educational specialist performance throughout the school year, including formal, informal, and walk-through observations. For probationary teachers, each semester’s evaluation process will include at least one formal observation as defined in this policy for a full instructional period. For probationary educational specialists for whom classroom observation is not possible, direct observation of employee performance will be for the equivalent of a full instructional period for the school in which the specialist serves. For permanent teachers and educational specialists, at least one formal observation of employee performance with the duration to be determined by the evaluator shall be conducted during the summative year of the evaluation cycle. Informal and walk-through observations with the frequency and duration to be determined by the evaluator shall be conducted during the formative years of the evaluation cycle.

Per Nebraska law, if deficiencies are noted in the work performance of any probationary or permanent employee, the evaluator shall provide the employee at the time of the observation with a list of deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain.

(b) The collection of data/artifacts. Evaluators shall endeavor to collect a wide variety of data regarding employee performance including artifacts such as lesson plans, student work, and similar data.

(c) Student perception data. At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of student perception via a student survey, which may be developed by the district or other entities. The Superintendent shall approve the specific surveys to be administered and shall approve the procedures for administration of the student surveys. The evaluator shall determine the size and composition of the sample after consultation with the teacher/educational specialist. Survey procedures must ensure the privacy and confidentiality of student

responses and the results of the survey shall remain confidential as part of the teacher/educational specialist's employee record. The teacher/educational specialist will not be rated on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development.

- (d) Student achievement/program performance data. On an annual basis, teachers and educational specialists shall develop and implement either a Student Learning Objectives (SLO) plan or, if student achievement is not an appropriate measure of a specialist's performance, a Specialist Program Objectives (SPO) plan. For the 2013-14 school year, each teacher/educational specialist participating in the Nebraska Evaluation Model Pilot Project shall develop and implement one Student Learning Objective or Special Program Objective during the second semester. For subsequent years, each teacher/educational specialist shall develop and implement two Student Learning Objectives or Special Program Objectives for the school year. The Superintendent shall develop procedures for creating, implementing, and evaluating SLO's and SPO's and shall ensure that all teachers and evaluators have received training in the SLO/SPO process. The evaluation of SLO's/SPO's shall include an assessment of the quality and rigor of the objective, the implementation of strategies designed to achieve the objective, and the achievement results.
 - (e) Evidence of professional development. On an annual basis, teachers and educational specialists shall develop and implement an Individual Professional Development Plan. This plan may be based on the results of the employee's most recent summative evaluation.
 - (f) Self-assessment/reflection. The Board encourages the use of a self-assessment and reflection process as a component of the evaluation system, but its use shall not be mandatory. The Superintendent shall develop or adopt appropriate procedures and documents for such a process for those teachers/educational specialists who choose to employ them.
4. Conferences and Reports. The Board encourages frequent conferences and the sharing of both oral and written feedback between teachers/educational specialists and evaluators. For any observation, a conference and written report is required if specific deficiencies are noted. Conferences to review progress on Student Learning Objectives/Specialist Program Objectives and conferences to reviewing progress on each teacher/specialist's Individual Professional Development Plan may be held at intervals throughout the cycle.
5. Procedures for addressing deficiencies in performance.
If deficiencies are noted in any observation, the evaluator is to provide the teacher/educational specialist at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up

evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvement and shall be provided both orally and in writing by the evaluator in a timely fashion following the observation and a copy of this report shall be retained as part of the employee's evaluation file. The teacher/specialist shall acknowledge receipt of the evaluator's report.

A rating of "Basic" in any component of a teacher/educational specialist's summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide suggestions for improvement and a timeline for implementing such suggestions. The Plan for Improvement shall be reviewed by the teacher/educational specialist and his/her evaluator at least once per semester.

A rating of "Unsatisfactory" in any component of a teacher/educational specialist's summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed by the teacher/educational specialist and the evaluator to determine progress in correcting the deficiencies noted at least once per semester.

The Superintendent shall develop or adopt procedures and documents to be used for implementing Plans of Assistance and Plans for Improvement.

6. Written response. Teachers/educational specialists may submit a written response to any formative or summative evaluation document, observation report, or any other written report, which has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 5 days of the receipt of the original evaluation document.
7. Training of Evaluators. All of the district's evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive such training prior to participating in evaluations.
8. Development and revision of documents. The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.

CERTIFICATED EMPLOYEE EVALUATION

The Mission of the Nebraska City Public Schools is “to provide a quality educational experience for ALL students.”

The Nebraska City Public Schools believes that a strong and on-going teacher/specialist evaluation system is necessary to achieve excellence concerning instructional elements in the district. Teacher/specialist evaluation is necessary to insure effective instructional staff and practices, and to provide a means to achieve instructional excellence. Teacher/specialist evaluation is designed to be a cooperative process between the administration and the teachers/specialists in order to maintain and enhance the educational opportunities for all the children in the Nebraska City Public Schools.

Purposes of Teacher/Specialist Evaluation

1. Accountability:

- To ensure that all students learn the skills, knowledge and attitudes necessary for responsible living in a changing society.
- To ensure that only effective teaching practices continue in the classroom.

2. Professional Growth:

- To foster the continuous improvement of teaching and learning by teachers/specialists.

3. School Improvement:

- To promote the continued focus of the district on the improvement of instruction process.

Teacher/Specialist Effective Practices

1. **Effective Practice 1: Foundational Knowledge** – The Teacher/Specialist demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide all students with effective opportunities for learning, development, and achievement.
2. **Effective Practice 2: Planning and Preparation** – The Teacher/Specialist integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.
3. **Effective Practice 3: The Learning Environment** – The Teacher/Specialist creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
4. **Effective Practice 4: Instructional Strategies** – The Teacher/Specialist uses effective instructional strategies to ensure growth in student achievement.
5. **Effective Practice 5: Assessment** – The Teacher/Specialist systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.
6. **Effective Practice 6: Professionalism** – The Teacher/Specialist acts as an ethical and responsible member of the professional community.
7. **Effective Practice 7: Vision and Collaboration** – The Teacher/Specialist contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Nebraska City Public Schools

Improvement of Instruction Model



NCPS IMPROVEMENT OF INSTRUCTION MODEL

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Overview

The Nebraska City Public Schools believes that a strong and on-going teacher/specialist evaluation system is necessary to achieve excellence concerning instructional elements in the district. Teacher/specialist evaluation is necessary to insure effective instructional staff and practices, and to provide a means to achieve instructional excellence. Teacher/specialist evaluation is designed to be a cooperative process between the administration and the teachers/specialists in order to maintain and enhance the educational opportunities for all the children in the Nebraska City Public Schools.

Purposes of Teacher/Specialist Evaluation

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Teacher/Specialist Effective Practices

1. **Effective Practice 1: Foundational Knowledge** – The Teacher/Specialist demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide all students with effective opportunities for learning, development, and achievement.
2. **Effective Practice 2: Planning and Preparation** – The Teacher/Specialist integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.
3. **Effective Practice 3: The Learning Environment** – The Teacher/Specialist creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
4. **Effective Practice 4: Instructional Strategies** – The Teacher/Specialist uses effective instructional strategies to ensure growth in student achievement.
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6. **Effective Practice 6: Professionalism** – The Teacher/Specialist acts as an ethical and responsible member of the professional community.
7. **Effective Practice 7: Vision and Collaboration** – The Teacher/Specialist contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

EFFECTIVE PRACTICE: (1) Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.

Proficient--The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.

- Demonstrates a strong command of his/her discipline's content and the components of an effective curriculum.
- Demonstrates understanding of local, state and national standards.
- Demonstrates knowledge of research-based instructional approaches, strategies, assessments, and interventions.
- Has a strong understanding of the intellectual, social, emotional, and physical development of students.
- Understands the effect of cultural and societal influences on student learning.
- Regularly demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.

EFFECTIVE PRACTICE: (2) Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Proficient--The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lesson, and activities that support the growth of student learning, development, and achievement.

- Consistently develops coherent units, lessons and activities using a variety of appropriate research-based strategies and resources, including technology.
- Consistently designs, and adapts instruction based on student progress, assessment results, and interests.
- Considers student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant and rigorous instruction.
- Uses a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement.

Look For

- Submits plans in a timely manner
- Units of instruction follow logical sequence
- Adjusts instruction based on difficulty of concept, progress of students and special needs of students
-

EFFECTIVE PRACTICE: (3) The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Proficient--The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

- Establishes and consistently maintains effective routines, procedures, and clear standards of conduct.
- Ensures a safe and accessible environment.
- Ensures an engaging learning environment for each student.
- Establishes high expectations for learning, development and achievement
- Purposefully interacts with students in ways that cultivate self-motivation and value diversity.
- Establishes and consistently maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
- Acknowledges the value of student, family, neighborhood, and community experiences, and builds upon them to encourage and positively impact academic success.

Look For

- Class routines are evident

EFFECTIVE PRACTICE: (4) Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.

Proficient--The teacher regularly uses effective instructional strategies to ensure growth in student achievement.

- Consistently uses developmentally appropriate instructional strategies and resources to meet learning goals.
- Assumes various instructional roles in the teaching and learning processes appropriate to the content, purposes of instruction, and the needs of students.
- Continuously engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
- Modifies, adapts, and differentiates instruction based on data analysis.
- Ensures student growth and achievement.
- Uses a variety of methodologies, techniques, resources, and technologies.
- Develops students' skills in critical thinking, creativity, and problem-solving.
- Effectively communicates with students and families to promote and support high expectations for achievement.
- Draws upon family and community resources to positively impact student achievement.

Look for

- Uses NCPS Instructional Framework Strategies
- Incorporates quality questioning techniques
- Instruction is aligned with Learning Target

EFFECTIVE PRACTICE: (5) Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Proficient--The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress.

- The teacher uses assessment results when planning, preparing for instruction, and reporting.
- Consistently develops and uses a variety of appropriate formative and summative assessments and accommodations that are effective and free of bias.
- Routinely analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
- Systematically uses strategies that enable students to set high expectations for self-reflection and personal achievement, monitor, and reflect on their own work.

Look For

- Frequently checks for progress
- Uses a variety of assessment forms
- Provides feedback in a variety of ways
- Communicates progress to students

EFFECTIVE PRACTICE: (6) Professionalism

The teacher acts as an ethical and responsible member of the professional community.

Proficient--The teacher consistently models ethical and responsible behavior as a member of the professional community.

- Consistently models ethical and responsible behavior.
- Adheres to school policies, procedures, and regulations.
- Protects the rights and confidentiality of students and families.
- Maintains accurate records, documentation, and data and uses it to inform instruction.
- Actively pursues meaningful professional development.
- Systematically reflects on his/her own professional practices.
- Contributes to and advocates for the profession.

Look For

- Is on time for meetings
- Positively contributes to meetings
- Offers solutions instead complaints
- Keeps PowerSchool grades updated on a regular basis
- Positively engages in professional development
- Is visible at community events
- Maintains confidentiality
-

EFFECTIVE PRACTICE: (7) Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Proficient--The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

- Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
- Contributes to the school improvement process.
- Deliberately and consistently uses effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to enhance the learning process.

Look For

- Involved in building level committee's
- Communicates with parents on a regular basis
- Seeks out students that are struggling
- Enhances school climate

TEACHER/EDUCATIONAL SPECIALIST EVALUATION PROCEDURES SEQUENCE

The Nebraska City Certified Staff Evaluation Leadership Committee has recommended a teacher/educational specialist evaluation cycle of up to three years. Below are the sequences of activities required to evaluate probationary teachers/specialists twice per year and tenured employees on a three-year Self-Growth cycle. Note that teachers/specialists performing at a less than proficient level can be moved to a semester-long or yearlong cycle at any time by making the sequence adjustments accordingly. Note that Individual Professional Development Plans (IPDP) are developed at the end of the year following a summative evaluation and evaluated at the end of the following year. This is because IPD plans are linked to the result of the previous evaluation.

PROBATIONARY TEACHERS (Appraisal Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices (optional) • Individual Professional Development Plan (IPD Plan) review • Formal classroom observation (minimum of one for full instructional period) based on instructional framework; multiple informal/walk-through observations recommended. <ul style="list-style-type: none"> ○ Pre-observation conference ○ Pre-observation form (optional) ○ Formal classroom observation (minimum of one for a full instructional period) based on district’s instructional framework ○ Post-observation conference • Informal Observations <ul style="list-style-type: none"> ○ 1 per semester (minimum) • Improvement plan/plan of assistance (if applicable) • Student Perception data (Optional) 	<ul style="list-style-type: none"> • Formal classroom observation (minimum of one for full instructional period) based on instructional framework; multiple informal/walk-through observations recommended. <ul style="list-style-type: none"> ○ Pre-observation conference ○ Pre-observation form (optional) ○ Formal classroom observation (minimum of one for a full instructional period) based on district’s instructional framework ○ Post-observation conference • Provide list of deficiencies/suggestions at time of observation (if applicable) • Informal Observations <ul style="list-style-type: none"> ○ 1 per semester (minimum) • Complete summative evaluation document. • Improvement plan/plan of assistance (if applicable) • Student Perception data (Optional)

Growth Cycle (Year 1) Informal	Growth Cycle (Year 3) Summative
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices (optional) • Review of Individual Professional Development Plan • Informal/walk-through classroom observations. 2 per semester (min.) <ul style="list-style-type: none"> ○ Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • Develop/revise Individual Professional Development Plan for next year. • If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices (optional)???? • Review of Individual Professional Development Plan (from prior year) • Review of data/artifacts • Gather student perception data (optional) • Self-assessment/reflective summary (optional) • End-Year Summative Evaluation and conference: <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • Improvement plan/plan of assistance (if applicable) • Continue multi-year cycle or move to more frequent summative cycle if performance warrants.
Growth Cycle (Year 2) Reflection	
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices (optional) • Review of Individual Professional Development Plan • Informal/walk-through classroom observations. 1 per semester (min.) <ul style="list-style-type: none"> ○ Provide list of deficiencies/suggestions at time of observation (if applicable). ○ Formal classroom observation (minimum of one for a full period) based on district’s instructional framework • Review of data/artifacts • Develop/revise Individual Professional Development Plan for next year. • If performance warrants, move to semester or yearly summative evaluation cycle. 	

Professional Learning Plan (annual process)	
PLP program components	Activities:
<ul style="list-style-type: none"> • Professional Learning Plan Form <ul style="list-style-type: none"> ○ Completed annually • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Nebraska City Public Schools

Teacher/Specialist Information:

Teacher/Specialist Name:

Schools:

Grade/Subject:

Evaluator:

School Year:

- Appraisal – Formal Semester 1 Appraisal – Formal Semester 2
 Year 1 Year 2 Year 3
 Self-Growth Formal

PART ONE: NEBRASKA EFFECTIVE PRACTICES:

EFFECTIVE PRACTICE: (1) Foundational Knowledge. The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> PROFICIENT	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> BASIC	The teacher demonstrates limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> UNSATISFACTORY	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator's Comments

EFFECTIVE PRACTICE: (2) Planning and Preparation. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> PROFICIENT	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> BASIC	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.
<input type="checkbox"/> UNSATISFACTORY	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Evaluator's Comments:

EFFECTIVE PRACTICE: (3) The Learning Environment. The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> PROFICIENT	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> BASIC	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.
<input type="checkbox"/> UNSATISFACTORY	The teacher fails to create and/or maintain an effective or engaging learning environment.

Evaluator's Comments:

EFFECTIVE PRACTICE: (4) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> PROFICIENT	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> BASIC	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.
<input type="checkbox"/> UNSATISFACTORY	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.

Evaluator's Comments:

EFFECTIVE PRACTICE: (5) Assessment. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> PROFICIENT	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> BASIC	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.
<input type="checkbox"/> UNSATISFACTORY	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.

Evaluator's Feedback:

EFFECTIVE PRACTICE: (6) Professionalism. The teacher acts as an ethical and responsible member of the professional community.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> PROFICIENT	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> BASIC	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice.
<input type="checkbox"/> UNSATISFACTORY	The teacher fails to act in an ethical and/or professionally responsible manner.

Evaluator's Comments:

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> PROFICIENT	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> BASIC	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.
<input type="checkbox"/> UNSATISFACTORY	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.

Evaluator's Comments:

SUMMARY OF EFFECTIVE PRACTICES:

AREAS OF STRENGTH

AREAS OF DEVELOPMENT

Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)

Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective Practices)

Part II: Individual Professional Development Plan. (Attach Plan documents)

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
<input type="checkbox"/> PROFICIENT	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> BASIC	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<input type="checkbox"/> UNSATISFACTORY	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the Plan has not led to a positive change in job performance.

Evaluator's Comments:

Plan for Improvement (Required for rating of "Basic")

Plan of Assistance attached (Required for rating of "Unsatisfactory")

Part III: Local District Standards (Optional).

Local District Standards	Meets District Standards	
<input type="checkbox"/> Not applicable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Part IV: Overall Rating	
EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.
<input type="checkbox"/> PROFICIENT	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
<input type="checkbox"/> BASIC	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> UNSATISFACTORY	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

EVALUATOR'S COMMENTS:

AREAS OF STRENGTH

AREAS OF DEVELOPMENT

- Plan for Improvement attached (required for Overall rating of "Basic")
- Plan of Assistance attached (required for Overall rating of "Unsatisfactory")

PRINCIPAL/ADMINISTRATOR SIGNATURE:

DATE:

EVALUATOR SIGNATURE:

DATE:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Part VI: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Classroom Observation Summaries
4. Student Learning Objectives/Specialist Program Objectives Templates
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

PRE-OBSERVATION DOCUMENT

Teacher	
Appraisal or Year Two	
School	
Grade Level/Subject(s)	
Administrator	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning goal(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning goal(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Individual Professional Development Plan

Teacher/Specialist Name:

School:

Evaluator:

Date:

Growth area(s) identified in summative evaluation process:

Professional Development Goal 1:

Professional Development Goal 2:

Goal 1 Strategies/Action Steps:

Support/Resources Requested:

Measures of Progress:

Time line/Benchmarks:

Goal 2 Strategies/Action Steps:

Support/Resources Requested:

Measures of Progress:

Time line/Benchmarks:

Evaluator Signature:

Date:

Evaluator Section

Plan Approval: Evaluator Signature: _____

Date: _____

Plan Continuation:

Comments:

Evaluator Signature: _____

Date: _____

Teacher/Specialist Signature: _____

Date: _____

Record of Evaluation

Activity	Date	Principal/Administrator Signature	Teacher/Specialist Signature
Orientation			
Annual Self-Assessment Completed and Submitted (Optional)			
Individual Professional Development Plan Approval			
Action Plans Approval			

Dates of Site Visits: (One full period on-site observation per semester required during Appraisal Phase)

1			
2			
3			
4			
5			

Dates of Site Visit Conferences:

1			
2			
3			
4			
5			
Action Plan Review Conference			
Action Plan Summative Conference			
IDP Plan Review Conference			
IDP Plan Summative Conference			
Semester 1 (Formal) Evaluation Conference			
Semester 2 (Formal) Evaluation Conference			
Summative Evaluation Conference			

PLAN OF ASSISTANCE

A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Unsatisfactory" on any component of a summative evaluation. Components include each of the Effective Practices, Individual Professional Development Plans, Local standards, and Overall Ratings.

Teacher/Specialist Name: School:

Evaluator: Date:

1. Component(s) rated as "Unsatisfactory"

2. Performance deficiencies leading to the "Unsatisfactory" rating:

3. Recommendations to correct deficiencies:

4. Criteria used to assess the correction of deficiencies:

5. Assistance and resources to be provided:

6. Members of assistance team (if applicable):

7. Timeline for correction of deficiencies:

8. Dates of review/evaluation:

A. Next Quarterly review on or before:	<input type="text"/>	<input type="text"/>	<input type="text"/>
B. Next summative evaluation on or before:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Teacher/Specialist Signature: Date:

My signature verifies that this Plan of Assistance has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this plan within 10 days of receipt.

Evaluator Signature: Date:

PLAN FOR IMPROVEMENT

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Basic" on any component of a summative evaluation. Components include each of the Effective Practices, Individual Professional Development Plans, Local standards, and Overall Ratings.

Teacher/Specialist Name: School:

Evaluator: Date:

1. Component(s) rated as "Basic"

2. Rationale for rating of "Basic":

3. Recommendations for Improvement:

4. Assistance and Resources to be Provided (if appropriate):

5. Timeline for Improvement:

8. Dates of Next Evaluation:		
A. Formal evaluation to be conducted on or before:	<input type="text"/>	<input type="text"/>
B. Summative evaluation to be conducted on or before:	<input type="text"/>	<input type="text"/>

Teacher/Specialist Signature: Date:

My signature verifies that this Plan of Assistance has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this plan within 10 days of receipt.

Evaluator Signature: Date:

INTENSIVE ASSISTANCE PLAN

Overview

- A major focus of the Nebraska City Public Schools Improvement of Instruction process is to insure that effective teaching practices continue in the classroom. The Teacher/Specialist Effective Practices have been developed to define these effective teaching practices.
- If it is determined that a teacher/specialist in the Nebraska City Public Schools is not meeting these standards, the Intensive Assistance Program will be used to assist the teacher in improving teaching practices to ensure that the standards are met.
- The evaluator, after assessing concerns about a teacher/specialist's performance, will make a determination regarding the need for Intensive Assistance. Intensive Assistance is part of the Appraisal Cycle of the evaluation process.
- If Intensive Assistance is indicated, teachers currently in the Appraisal Cycle can be placed directly in Intensive Assistance. Teachers/Specialists in the Self-Growth Cycle will be moved to the Appraisal Cycle at the time the Intensive Assistance Program is initiated.
- While in the Intensive Assistance Program, the teacher/specialist will be informed of the concerns with performance and be an active participant in the development and implementation of the Intensive Assistance Plan.
- The Intensive Assistance Plan will include the objective(s) to be accomplished, action steps for achieving the objective(s), a description of the assistance that will be provided, a timeline for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.
- When the date for evaluation of the Intensive Assistance Plan is reached, a determination is made by the evaluator regarding the successful accomplishment of the objective(s).
- The Intensive Assistance Program is intended to assist teachers/specialists who are not meeting performance standards with respect to the Improvement of Instruction Model.
- Teachers who continue to perform unsatisfactory according to the performance standards in the Improvement of Instruction Model after Intensive Assistance has been initiated may be subject to dismissal or non-renewal of contract.
- There may be other grounds for non-renewal of contract or dismissal that are made independently of the teacher evaluation process.

INTENSIVE ASSISTANCE PLAN

Teacher/Specialist Name:

School:

Evaluator:

Date:

1. Objective(s) to be accomplished:

2. Action Steps for achieving the objective(s):

3. Assistance that will be provided (who, what, when, how):

4. Timeline for achieving objective(s):

5. Type and frequency of feedback:

6. Evaluation criteria:

Teacher/Specialist Signature:

Date:

My signature verifies that this Plan of Assistance has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this plan within 10 days of receipt.

Evaluator Signature:

Date:

MODEL PRINCIPAL/ADMINISTRATOR EVALUATION GUIDELINES:

Recognizing that our school district's most valuable asset is its educators, the Board of Education acknowledges the need for the continuing evaluation of the performance of principals and school/district administrators employed by Nebraska City Public Schools and requires the Superintendent to ensure that such evaluation is carried out as outlined in this policy. It shall be the responsibility of the Superintendent to develop appropriate regulations and procedures to implement this policy and to ensure that the policy, regulations, and procedures comply with Nebraska law and Nebraska Department of Education regulations regarding the evaluation of certificated personnel.

A. Purposes. The Board recognizes two major purposes for the evaluation of the performance of principals and school/district administrators:

- (1) To assist principals and school/district administrators in increasing their professional effectiveness in order to improve teaching, learning, and leadership in the district's schools.
- (2) To assess the performance of principals and school/district administrators so that the Board may make employment decisions as provided in state law.

The evaluation of administrative performance is intended to be a collaborative and continuing process. The evaluation process is based primarily on the procedures defined below which provide for a consistent and equitable appraisal of administrators' duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or of the administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be used to generate a comprehensive appraisal. Each administrator covered by this policy is expected to be cooperative and professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

B. Applicability. This policy is applicable to the following categories of certificated employees:

- (1) Principals, defined as those certificated employees whose primary assignment is to act as the chief administrator of one of the district's schools.
- (2) Assistant principals and other school/district administrators defined as certificated employees whose primary assignment is to provide administrative services at the school or district level and whose job assignment requires a Nebraska administrative and supervisory certificate. This category includes, but is not limited to assistant principals, athletic/activity directors, assistant and associate superintendents, curriculum and special services directors and coordinators at the district level, and similar administrators.
- (3) This policy does not apply to the Superintendent of schools whose evaluation shall be described in a separate policy.

C. Definitions and Guidance. For purposes of this policy, these terms are defined and guidance as to their use provided as follows:

- (1) Evaluation Cycle. The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle for probationary principals and other administrators covered by this policy shall be one school year. The evaluation cycle for permanent (tenured) principals and administrators covered by this policy may be up to three school years.
- (2) Formative Evaluation. Formative evaluation takes place at specified points within the evaluation cycle prior to the summative evaluation and includes the rating of some components of the evaluation process and may include a non-summative review of other components. See Appendix I: Evaluation Procedures Sequence.
- (3) Summative Evaluation. Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
- (4) On-site Observation. Observation of a principal or school/district administrator shall be considered an on-site observation if it takes place in a location where the principal or other administrator is conducting his/her duties. Sites of observation may include the school in which the administrator is assigned, other district sites, or sites outside of the district's properties in which the principal or administrator is assigned to perform his/her duties. Observation of a principal at a district-level meeting, for example, would be considered an on-site observation.
- (5) Formal On-Site Observation. The formal on-site observation of a principal or school/district administrator shall include: (1) advance notice to the administrator of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full observation period in the case of probationary employees and for a duration determined by the observer in the case of permanent administrators; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.
- (6) Informal On-Site Observation. Informal on-site observations are less than a full observation period in duration, but somewhat longer than a walk-through observation. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the administrator, but a formal post-conference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement.
- (7) Walk-through On-Site Observation. Walk-through on-site observations are brief school or work site visits, generally five to ten minutes in duration for the purpose of monitoring the administrative process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the administrator may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.

- (8) Full observation period. For purposes of formal observations of probationary administrators, the duration of the observation should be for the equivalent of a typical instructional period as listed on the normal daily schedule of the school to which the administrator is normally assigned. For the purpose of formal observation of probationary administrators who do not normally work in a specific school, a full period observation shall consist of not less than 45 minutes. For the observation of permanent administrators, the duration of the observation shall be determined by the evaluator.
- (9) Action Plan. An Action Plan shall consist of a problem statement, data supporting the relevancy of the problem statement, action plan goal or goals, strategies designed to achieve the goal(s), and means of measuring success. For purposes of principal and school/district administrator evaluation, student achievement and school performance results shall be assessed through the use of an Action Plan. In collaboration with his/her evaluator, each principal or school/district administrator shall develop one or more Action Plans each school year. The principal/administrator will receive an annual rating based on his/her implementation of strategies designed to meet the action plan goal and his/her results in achieving the goal.
- (10) Individual Professional Development Plan. An Individual Professional Development Plan consists of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. On an annual basis, each principal or school/district administrator shall develop an Individual Professional Development Plan based on the results of his/her most current evaluation. The plan must be developed in collaboration with his/her evaluator. The professional development plan may be informed by stakeholder perception data. The administrator will receive an annual rating based on his/her success in implementing the professional development strategies and achieving the goals.
- (11) Stakeholder Perception Data. The term “stakeholder perception data” as used in this policy consists of information gathered from stakeholders through surveys or other approved means about administrator performance and leadership practices. Stakeholders may include the administrator’s supervisor, students, teachers and other certificated personnel, non-certificated personnel, parents and other community members. Stakeholder surveys may consider overall leadership practices or specific practices related to the administrator’s Action Plans. School climate surveys are considered stakeholder surveys. Stakeholder perception data shall be collected via stakeholder surveys at least once during each evaluation cycle for each principal or school/district administrator. The administrator will not receive an evaluation rating based on the survey results, but the results will provide data to assist the evaluator and administrator in identifying areas of strength and areas for professional growth.
- (12) Primary and Complementary Evaluators. All evaluators of principals and school/district administrators employed by the district shall be certificated administrators. The primary evaluator for each administrator is that administrator’s supervisor. In the case of administrators who are supervised by more than one supervisory, the Superintendent shall

designate one supervisor as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant superintendents or district-level administrators who have been designated to assist the primary evaluator.

- (13) Peer Assistance. By mutual agreement of the principal or school/district administrator and his/her primary evaluator, a peer observer may be asked to observe and provide feedback to the administrator as part of a plan for improvement. However, the results of such observation may not be used for evaluative purposes.
- (14) Plan for Improvement. A rating of "Basic" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The administrator and his/her evaluator shall review progress on the Plan for Improvement at least once a semester.
- (15) Plan of Assistance. A rating of "Unsatisfactory" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a Plan of Assistance. The Plan of Assistance will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the administrator and the evaluator.

D. Evaluative Criteria. By adopting the evaluative criteria listed below, the Board ensures that all principals or school/district administrators are evaluated on personal and professional conduct in accordance with Nebraska Department of Education Rule 10.

(1) Leadership Practice. Leadership practice will be evaluated based on the Effective Practices contained in the **Nebraska Principal Performance Framework**. In order to develop appropriate evaluative criteria for administrators who are not principals, the Superintendent shall review the Effective Practices and propose for the Board's adoption such additions, deletions, or revisions as are necessary.

(2) Student Achievement/School Performance. The impact of a principal or school/district administrator on student achievement or school or program performance shall be evaluated through annual Action Plans developed jointly by the administrator and his/her evaluator. The Superintendent shall develop or adopt appropriate rubrics to assess administrator performance on such Action Plans.

(3) Professional Development. The professional development of principals and school/district administrators shall be evaluated through an annual rating of the administrator's Individual Professional Development Plan. The Superintendent shall develop or adopt appropriate rubrics to assess performance on such plans.

(4). **(Optional).** Local Standards. The Superintendent shall propose to the Board for adoption such local standards for principals and school/district administrators as may be appropriate.

(5) Overall Performance. Based on the criteria above, an overall performance rating shall be determined by the evaluator for each principal or school/district administrator as part of the administrator's summative evaluation.

E. Levels of Performance. The performance of principals and school/district administrators shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

(1) Exemplary—In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.

(2) Proficient— In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and district leadership efforts.

(3) Basic— In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient".

(4) Unsatisfactory— In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

F. Evaluation Procedures.

1. Annual Notice. The Superintendent shall annually ensure that principals or school/district administrators are made aware of the evaluation policy and procedures in writing by including it in an Administrative Handbook or other notice to administrators.

2. Evaluation Cycle/Sequence of Evaluation Activities. A Principal or School/District Administrator Evaluation Procedures Sequence is included as an Appendix to this policy.

(a) Probationary Principals or School/District Administrators. Principals or school/district administrators in probationary status shall have an annual evaluation cycle consisting of a formative evaluation during the first semester and a summative evaluation during the second semester. Each semester's evaluation shall include at least one formal observation for a full observation period as described in this policy and ratings based on the Nebraska Effective Practices and the district's local standards. Additional informal and walk-through observations are encouraged. In addition, the second semester summative evaluation shall include ratings on the administrator's Action Plan implementation and, in the second probationary year and subsequently, a rating on Individual Professional Development Plan

implementation as well as an overall rating based on the evaluator's judgment of the administrator's performance on all components of the evaluation process.

- (b) Permanent (Tenured) Principals or School/District Administrators. Principals or school/district administrators in permanent status may have up to a three-year evaluation cycle as determined by his/her evaluator. At any point, the evaluator can return the administrator to an annual evaluation cycle if the administrator's performance warrants. A three-year evaluation cycle shall include two years of annual formative evaluations and one year of summative evaluation. The formative years shall include informal/walk-through on-site observations with the number and duration of observations to be determined by the evaluator, a rating on Action Plan implementation, a rating on Individual Professional Development Plan performance, and a rating on the district's local standards, if applicable. The summative year shall include, in addition to the ratings described above, at least one formal on-site observation and conference with the duration of the observation to be determined by the evaluator, summative ratings on the Nebraska Effective Practices, and an overall rating based on the evaluator's judgment of the administrator's performance on all components of the evaluation process.

3. Gathering Evaluation data. The district's evaluation system is based on data from multiple measures of principal or school/district administrator performance, including but not limited to the following:

- (a) Direct observation of work performance. The evaluation of all principals or school/district administrators covered by this policy will be based in part on direct observation of the administrator performing his/her duties. The Board encourages multiple observations of performance throughout the school year, including formal, informal and walk-through observations, with some observations targeted to elements of the administrator's annual Action Plan(s). For probationary administrators, each semester's evaluation process will include at least one formal on-site observation (as defined in this policy) for a full observation period. For permanent principals or school/district administrators, at least one formal on-site observation of performance with the duration to be determined by the evaluator shall be conducted during the summative year of the evaluation cycle. Informal and walk-through observations with the frequency and duration to be determined by the evaluator shall be conducted during the formative years of the evaluation cycle.

Per Nebraska law, if deficiencies are noted in the work performance of any probationary or permanent administrator, the evaluator shall provide the administrator at the time of the observation with a list of deficiencies, a list of suggestions for improvement, assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain.

- (b) The collection of data/artifacts. Evaluators shall collect a wide variety of data regarding administrator performance including artifacts such as student, parent/community, and faculty communications, agendas, schedules and other management communications if applicable, student achievement data analyses, feedback to teachers following observations, and such other reports, plans, and similar documents as the evaluator determines to be relevant.

- (c) Stakeholder perception data. At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of stakeholder perception via a survey or other appropriate means. Surveys may be developed by the district or by other entities. The Superintendent shall approve the specific survey or other instruments to be administered and shall approve the procedures for administration. The size and composition of the sample shall be determined by the evaluator after consultation with the principal or school/district administrator. Survey procedures must ensure the privacy and confidentiality of stakeholder responses. The principal or school/district administrator will not receive a rating based on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development as well as serving as feedback for planning. The Board encourages the gathering of stakeholder responses as part of the Action Plan and professional development processes and other administrative initiatives.
- (d) Student achievement/ school or program performance data. On an annual basis, principals or school/district administrators shall develop and implement Action Plans designed to improve student achievement or school or program performance. For the 2013-14 school year, each principal or school/district administrator participating in the Nebraska Evaluation Model Pilot Project shall develop and implement **one** Action Plan during the second semester. For subsequent years, each principal or school/district administrator shall develop and implement at least **two** Action Plans for the school year. The Superintendent shall develop procedures for creating, implementing, and evaluating Action Plans and shall ensure that all participating administrators and evaluators have received training in the Action Plan process. The evaluation of Action Plans shall include an assessment of the quality and rigor of the plan, the implementation of strategies designed to achieve the plan's goals, and the plan's results.
- (e) Evidence of professional development. On an annual basis, the principal or school/district administrator shall develop and implement an Individual Professional Development Plan based on the results of the administrator's most recent summative evaluation. The rationale for this component is that the professional development goals and activities should arise out of professional development needs identified during the evaluation process and which are closely linked to the evaluation process. The development of an Individual Professional Development Plan directly linked to the summative evaluation does not preclude the existence of schoolwide professional development activities in which principals or school/district administrators are expected to participate or the creation specific individual professional development goals and activities that are not a formal part of the evaluation process.

In the initial two years of implementation of this evaluation system, those principals or school/district administrators in the formative year(s) of the cycle shall develop Individual Professional Development Plans in collaboration with their evaluators. These plans will be reviewed annually, but will not receive an evaluative rating. Following the principal or school/district administrator's first summative evaluation, he/she will develop an IPD Plan in collaboration with his/her evaluator and will receive an evaluative rating on progress in achieving the goals contained in the plan at the end of the following year and each year subsequently. The Individual Professional Development Plan will be revised annually based on evaluation results.

The Superintendent shall develop procedures for creating, implementing, and evaluating Individual Professional Development Plans and shall ensure that all participating administrators and evaluators have received training in the Individual Professional Development Plan process. The evaluation of the Individual Professional Development Plan shall include an assessment of the quality and rigor of the professional development goals, the implementation of strategies designed to achieve the goals, and the plan's results.

(f) Self-assessment/reflection. The Board encourages the use of a self-assessment and reflection process as a component of the evaluation system, but its use shall not be mandatory. The Superintendent shall develop or adopt appropriate procedures and documents for such a process for those principals or school/district administrators who choose to employ them.

4. Conferences and Reports. The Board encourages frequent conferences and the sharing of both oral and written feedback between principals or school/district administrators and evaluators. Observation conferences should focus on the Effective Practices contained in the **Nebraska Principal Performance Framework** and such other performance standards as may be relevant. Formal on-site observations as defined in this policy require a pre-conference, post-conference and written observation report; informal on-site observations require some type of oral or written feedback but not a full post-conference and report, and walk-through on-site observations do not require feedback. For any on-site observation, a conference and written report is required if specific deficiencies are noted. Conferences to review progress on Action Plans and conferences to reviewing progress on each administrator's Individual Professional Development Plan should be held at intervals throughout the year. The Procedures Sequence (Appendix I) suggests appropriate times for these.

For probationary principals or school/district administrators, a formative evaluation conference and the completion of the formative evaluation document is to be held near the end of the first semester of each probationary year. A summative evaluation conference and completion of the summative evaluation document is to be held during the second semester of each probationary year. For a permanent principal or school/district administrator, formative evaluation conferences and the completion of the formative evaluation document are to be held near the end of each formative evaluation year. A summative evaluation conference which includes the completion of the summative evaluation document is to be held during the second semester of the summative evaluation year.

A copy of any written feedback prepared in conjunction with observations and conferences shall be shared with the principal or school/district administrator and retained as part of the administrator's evaluation file. However, this provision shall not require evaluators to share notes or other work product that do not become part of the employee's evaluation file.

5. Procedures for addressing deficiencies in performance. If deficiencies are noted in any observation, the evaluator is to provide the principal or school/district administrator at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvement and shall be provided both orally and in writing by the evaluator following the observation and a copy of the report shall be retained

as part of the administrator's evaluation file. The principal or school/district administrator shall acknowledge receipt of the evaluator's report.

A rating of "Basic" in any component of a principal or school/district administrator's formative or summative evaluation will result in a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The Plan for Improvement shall be reviewed by the principal or school/district administrator and his/her evaluator at least once per semester. An overall rating of "Basic" on a summative evaluation will require that the principal or school/district administrator be placed on an annual summative evaluation cycle.

A rating of "Unsatisfactory" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the principal or school/district administrator and the evaluator to determine progress in correcting the deficiencies noted. Principals or school/district administrators participating in a Plan of Assistance shall receive a summative evaluation based on the relevant components once per semester.

The Superintendent shall develop procedures and documents to be used for implementing Plans for Improvement and Plans of Assistance.

6. Written response. Principals or school/district administrators may submit a written response to any formative or summative evaluation document, observation report, or any other written report which has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.
7. Training of Evaluators. All of the district's evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive such training prior to participating in evaluations.
8. Development and revision of documents. The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.
9. Appendices:

Appendix I: Principal/School or District Administrator Evaluation Procedures Sequence

Appendix II: Rule 10 Certificated Employee Evaluation Policies and Procedures Checklist

APPENDIX I

PRINCIPAL or SCHOOL/DISTRICT ADMINISTRATOR EVALUATION PROCEDURES SEQUENCE

The Nebraska Leadership Committee has recommended a Principal or School/District Administrator evaluation cycle of up to three years. Below are the sequences of activities required to evaluate probationary administrator twice per year and permanent (tenured) administrators on a two- or three-year cycle. Note that Principals or School/District Administrators performing at a less than proficient level can be moved to a semester-long or year-long cycle at any time by making the timeline adjustments accordingly. Note that Action Plans are developed at the beginning of the year and evaluated at the end of the year; Individual Professional Development Plans (IPDP) are developed at the end of the year following a summative evaluation and evaluated at the end of the following year. This is because IPD plans are linked to the result of the previous evaluation.

PROBATIONARY PRINCIPALS/SCHOOL OR DISTRICT ADMINISTRATORS (One-Year Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices (optional) • Action Plan goal-setting (conference with evaluator) • Individual Professional Development Plan review (Years 2 and 3) • On-site observation (minimum full instructional period) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • First semester formative evaluation (Conference): <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices. ○ Review progress on Action Plan. ○ Review Individual Professional Development Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Complete formative evaluation document. • Plan of Improvement/Plan of Assistance (if applicable) 	<ul style="list-style-type: none"> • On-site observation (minimum full instructional period) • Provide list of deficiencies/suggestions (if applicable) • Review of data/artifacts • Collect stakeholder perception data • Reflective Summary by Principal (optional) • Second semester summative evaluation: <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices. ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. • Develop Individual Professional Development Plan for upcoming year. • Plan of Improvement/Plan of Assistance (if applicable)

TENURED PRINCIPAL/ADMIN. FORMATIVE YEAR (S)	TENURED PRINCIPAL/ADMIN. SUMMATIVE YEAR
<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices (optional) • Action Plan development (conference with evaluator) • Review of Individual Professional Development Plan (from prior year) • On-site observation (optional; length determined by evaluator) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Mid-year review of Action Plan and Individual Professional Development Plan • Reflective Summary (optional) • End-Year Formative Evaluation (Conference): <ul style="list-style-type: none"> ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan. ○ Rating or review of local standards (optional) ○ Complete formative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • Plan of Improvement/Plan of Assistance (if applicable) • If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices (optional) • Action Plan development (conference with evaluator) • Review of Individual Professional Development Plan (from prior year) • On-site observation (required; length of observation determined by evaluator) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Mid-year review of Action Plan and Individual Professional Development Plan • Collect stakeholder perception data • Reflective Summary (optional) • End-Year Summative Evaluation (Conference): <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for cycle. ○ Complete summative evaluation document. • Develop/revise Individual Professional Development Plan for next year. Plan of Improvement/Plan of Assistance (if applicable) • Continue multi-year cycle of move to more frequent summative cycle if performance warrants.

APPENDIX II

RULE 10 CERTIFICATED EMPLOYEE EVALUATION POLICIES AND PROCEDURES Checklist

The written procedures for the certificated evaluation school board policy includes:

- _____ **007.06A1a Provide** for communicating the evaluation procedure annually, in writing, to those being evaluated
- _____ **007.06A1b A** description of the duration and frequency of observations and written evaluations for probationary and permanent certificated employees
 - _____ Duration of observation for probationary certificated employees
 - _____ Frequency of observations and evaluations for probationary certificated employees
 - _____ Duration of observation for permanent certificated employees
 - _____ Frequency of observations and evaluations for permanent certificated employees
 - _____ Superintendent evaluation twice during the first year of employment and at least once annually thereafter pursuant to §79-8828(2)
- _____ **007.06A1c Contain** criteria for certificated employee evaluation which includes:
 - _____ **007.06A1c(1)** instructional performance (applicable to teachers only)
 - _____ **007.06A1c(2)** classroom organization and management (applicable to teachers only)
 - _____ **007.06A1c(3)** personal and professional conduct
- _____ **007.06A1d Provide** for written communication to the teacher specifying:
 - _____ (1) deficiencies
 - _____ (2) a means for correcting the deficiencies
 - _____ (3) a timeline for implementing the suggested improvements
- _____ **007.06A1e Provide** for a written certificated employee response to the evaluation
- _____ **007.06A1f A** description of the district plan for training evaluators
- _____ **Copies** of the board certificated employee evaluation policy, the evaluation model (procedures), and the board minutes approving the policies and procedures have been submitted.

ADMINISTRATOR INFORMATION:

Principal/Administrator Name:

Schools:

Assignment:

Evaluator:

School Year:

Probationary

Permanent

Year 1

Year 2

Year 3 (locally determined)

Semester 1 (Formative – Ratings Required) Formative (Ratings optional)

Semester 2 (Formative – Ratings Required) Summative (Ratings optional)

Self-Growth Formal

PART ONE: NEBRASKA EFFECTIVE PRACTICES:

Probationary principals or school/district administrators are rated on the Effective Practices each semester based on at least one formal on-site observation and such other observation data or artifacts as may have been collected. Permanent administrators are rated on the Effective Practices at the end of their summative year.

EFFECTIVE PRACTICE: (1) Vision For Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.	
EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.
<input type="checkbox"/> PROFICIENT	The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> BASIC	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> UNSATISFACTORY	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
Evaluator's Comments	

EFFECTIVE PRACTICE: (2) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.
<input type="checkbox"/> PROFICIENT	The principal leads a systematic continuous school improvement process that consistently results in improved student performance and school effectiveness.
<input type="checkbox"/> BASIC	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.
<input type="checkbox"/> UNSATISFACTORY	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.

Evaluator's Comments:

EFFECTIVE PRACTICE: (3) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.
<input type="checkbox"/> PROFICIENT	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> BASIC	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> UNSATISFACTORY	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and/or accountability for student learning.

Evaluator's Comments:

EFFECTIVE PRACTICE: (4) Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> PROFICIENT	The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> BASIC	The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.
<input type="checkbox"/> UNSATISFACTORY	The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and/or emotional development of students. The school culture may be negative or non-productive.

Evaluator's Comments:

EFFECTIVE PRACTICE: (5) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.
<input type="checkbox"/> PROFICIENT	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.
<input type="checkbox"/> BASIC	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> UNSATISFACTORY	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and/or resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.

Evaluator's Feedback:

EFFECTIVE PRACTICE: (6) Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.	
EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> PROFICIENT	The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> BASIC	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.
<input type="checkbox"/> UNSATISFACTORY	The principal fails to effectively recruit, select, develop, and/or retain high-quality staff members; he/she does not use effective personnel practices.
Evaluator's Comments:	

EFFECTIVE PRACTICE: (7) Developing Relationships. The Principal promotes and supports productive relationships with students, staff, families, and the community.	
EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.
<input type="checkbox"/> PROFICIENT	The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.
<input type="checkbox"/> BASIC	The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts maybe haphazard or less than fully effective. . As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission.
<input type="checkbox"/> UNSATISFACTORY	The principal fails to effectively engage in the conversations and/or activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative. development, and achievement.
Evaluator's Comments:	

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.	
EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> PROFICIENT	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> BASIC	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> UNSATISFACTORY	The principal does not routinely act with the expected degree of fairness, integrity, and/or professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
Evaluator's Comments:	

SUMMARY OF EFFECTIVE PRACTICES:

AREAS OF STRENGTH

AREAS OF DEVELOPMENT

Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)

Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective Practices)

Part II: Principal/Administrator Action Plans. Combined rating. Attach Action Plan template. For probationary principals/administrators, Action Plans are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> PROFICIENT	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> BASIC	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> UNSATISFACTORY	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.

Evaluator's Comments:

Plan for Improvement (Required for rating of "Basic")

Plan of Assistance attached (Required for rating of "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach plan) The Individual Professional Development Plan is evaluated only in Probationary Years 2 and 3. In those years, the IPD Plan is reviewed in the first semester evaluation conference and rated in the second semester evaluation conference.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	The Individual Professional Development Plan's goals have been met or exceeded on all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
<input type="checkbox"/> PROFICIENT	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> BASIC	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<input type="checkbox"/> UNSATISFACTORY	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the Plan has not led to a positive change in job performance.

Plan for Improvement (Required for rating of "Basic")

Plan of Assistance attached (Required for rating of "Unsatisfactory")

Part IV: Local District Standards (Optional).

Local District Standards	Meets District Standards	
<input type="checkbox"/> Not applicable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Part IV: Overall Rating - An overall rating is provided in the second semester conference only for probationary principals/administrators.

EVALUATOR RATING	DESCRIPTION
<input type="checkbox"/> EXEMPLARY	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.
<input type="checkbox"/> PROFICIENT	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
<input type="checkbox"/> BASIC	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> UNSATISFACTORY	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

EVALUATOR'S COMMENTS:

AREAS OF STRENGTH

AREAS OF DEVELOPMENT

- Plan for Improvement attached (required for Overall rating of "Basic")
- Plan of Assistance attached (required for Overall rating of "Unsatisfactory")

PRINCIPAL/ADMINISTRATOR SIGNATURE:

DATE:

EVALUATOR SIGNATURE:

DATE:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.