BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, April 12, 2021

South Campus

The Board of Education of School District 07-0010 will meet on Monday, April 12, 2021 in the South Campus as duly advertised in the Hemingford Ledger.

I.   Pledge of Allegiance
II.   NOTICES
III.   Call Meeting to Order
    III.A.   ROLL CALL
    III.B.   Excuse Absent Board Member(s)
IV.   Approval of Agenda
V.   Regular Meeting Agenda
    V.A.   Public Participation (MAXIMUM OF 30 MINUTES ALLOTTED FOR THIS PORTION)
    V.B.   Correspondence
    V.C.   Consent Agenda
    Approve minutes for March 8, 2021 meeting
    Approve Treasurer's Report
    Approve School Activity Fund Report
    Approve Receipts Summary Report

    V.D.   Payment of Claims
    V.E.   Technology Plan and Budget
    V.F.   Policy 904.02 - Lease, Sale or Disposal of School District Property
    V.G.   Certified Hire
    V.H.   Certified Hire
    V.I. Certified Resignation
VI.   Discussion/Possible Action Items
    VI.A.   Parking
    VI.B.   Teacher Evaluation
    VI.C.   Drug Testing
VII.   Administration Reports
VIII. Superintendent Report
IX.   Report from Board Committee
X.   VIIA. Policy Review
XI.   Items For Next Board Meeting

XII. Adjournment
XIII. Posting:

Hemingford Ledger

Posted: 11/4/2020

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA
March 8, 2021

A regular meeting of the Board of Education of School District 07-0010 was called to order at 5:09 PM in the Hemingford High School Library by Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Members Present: Ansley, Cullan, Horstman, Randolph, Schumacher, Turek
Absent:

Motion by Cullan to approve the agenda as presented. Second by Randolph. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Jacob Norris--Student Teacher--CSC
Jacob Norris was present to thank the Board and the District for allowing him to Student Teach with us. He was excited to join our District and working with the teachers and students and learning about our students and our overall community. He loves the small town feel that he can get that one-on-one experience. He enjoys the comradery of our District and working as a team

Motion by Randolph to approve the Consent Agenda. Second by Schumacher. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Cullan to approve claims for $79,802.02 be approved. Second by Horstman. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Turek to accept the bid from Hubbel Masonery at a cost of $87,945 to tuckpoint the elementary building. Second by Randolph. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Randolph to accept the bid of $16,151 from Rasmussen's to intall thermostats in the elementary classrooms. Second by Schumacher. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Horstman to approve the Hazard Mitigation and Emergency Planning Resolution as presented. Second by Turek. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Discussion
NDE is revising Rule 10. A video of the revision going on at the state level was forwarded to the board.

NASB will be leading the district through a strategic planning process. As the district moves forward, more information will be provided.

Student Drug Testing was discussed. The board authorized Mr. Isom to do research and present information on what is found.

Mr. Kluver announced that Kylie Mendiola qualified for State Speech. Hemingford had 5 team members advance to the finals. As a team, the Chat Cats finished 3rd. Josh Reddin has accepted the position of Business teacher for the 2021-2022 school year. He will be looking to fill the English position.

Mr. Arneson reported on test scores. He shared with the board information from the state level and how are students are doing.

Mrs. Plog shared staffing changes that have occurred and will be occurring.

Mr. Isom reported on the following legislation: Introduced by Senator Murman, LB 210 requires each school board of a public school district to allow the part-time enrollment of students, for all courses selected by the students, who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or home schooled. LB 322 would create the School Safety and Security Reporting System Act. LB 408--Revenue Cap Measures

A Hot Topics presentation for boards will be offered late May/early June.

The finance committee met on February 24. The committee heard presentations from EMC and ALICAP on property/liability coverage for the district.

Policy Review – 903.07 to 905.09. Changes to Policy 905.01 will be presented next month.

Policy Review will be section 1000.

Meeting adjourned at 6:42 PM.

Mary Curtis   Blanche Randolph
Board Clerk   Board Secretary

Next regular meeting is scheduled for April 12, 2021 at 7 PM in the High School Library.

General Fund Receipts

	Ck#	Description	Acct	Amount	
	DD	BBC TREASURER	1-01100	$	101,726.33
	DD	DAWES TREASURER	1-01100	$	30,407.73
	DD	SHERIDAN TREASURER	1-01100	$	1,001.80
	DD	ST of NE ST AID	1-03110	$	82,088.00
	DD	ST OF NE IDEA	1-03400	$	87,284.00
	DD	INTEREST ON DEPOSITS	1-01510	$	22.06
		TOTAL		$	**302,529.92**

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ATHLETICS					
1010 Athletics	23,213.83	0.00	3,840.65	0.00	19,373.18
1020 Athletic Club / Concession Stand	12,508.71	0.00	0.00	0.00	12,508.71
1030 Cheerleaders	3,309.46	0.00	0.00	0.00	3,309.46
1040 Volleyball	-1,174.80	0.00	0.00	0.00	-1,174.80
1050 CC Fundraiser	778.40	0.00	0.00	0.00	778.40
A ATHLETICS Totals:	38,635.60	0.00	3,840.65	0.00	34,794.95
B CLUBS AND ORGANIZATIONS					
3010 DC Trip-World Stride	20,073.87	0.00	20,202.00	0.00	-128.13
3020 Dramatics	-3,603.19	0.00	0.00	0.00	-3,603.19
3030 FFA	17,723.85	0.00	1,472.20	0.00	16,251.65
3035 SHOP MATERIALS	1,830.00	0.00	0.00	0.00	1,830.00
3040 FCCLA	1,457.96	0.00	0.00	0.00	1,457.96
3050 Honor Society	-539.55	0.00	0.00	0.00	-539.55
3060 Football	12,245.49	0.00	0.00	0.00	12,245.49
3070 Music	5,737.86	0.00	345.00	0.00	5,392.86
3080 Scholarships	0.00	0.00	0.00	0.00	0.00
3090 StuCo - Middle School	4,351.94	0.00	0.00	0.00	4,351.94
3100 Student Council	3,277.64	0.00	41.04	0.00	3,236.60
3110 Health Professions Club	989.17	0.00	0.00	0.00	989.17
3120 Yearbook	18,468.02	0.00	0.00	0.00	18,468.02
3200 Science	266.96	0.00	0.00	0.00	266.96
B CLUBS AND ORGANIZATIONS Totals:	82,280.02	0.00	22,060.24	0.00	60,219.78
C MISCELLANEOUS					
4010 Courtesy Fund	1,228.37	0.00	0.00	0.00	1,228.37
4020 Elementary Teachers	11,241.95	0.00	321.54	0.00	10,920.41
4025 High School Teachers	7,012.34	0.00	731.75	0.00	6,280.59
4040 Miscellaneous / Student Stuff	2,793.85	0.00	0.00	0.00	2,793.85
4045 Bookfair	1,617.98	0.00	0.00	0.00	1,617.98
4050 Art	926.90	0.00	0.00	0.00	926.90
C MISCELLANEOUS Totals:	24,821.39	0.00	1,053.29	0.00	23,768.10
D CLASSES					
2021 Class of 2021 - Seniors	2,844.42	0.00	832.00	0.00	2,012.42
2022 Class of 2022 - Juniors	5,188.23	0.00	0.00	0.00	5,188.23
2023 Class of 2023 - Sophomores	2,361.28	0.00	0.00	0.00	2,361.28
2024 Class of 2024 - Freshman	738.06	0.00	0.00	0.00	738.06
2025 Class of 2025 -- 8th Grade	539.00	0.00	0.00	0.00	539.00
2026 Class of 2026 - 7th Grade	469.00	0.00	0.00	0.00	469.00
D CLASSES Totals:	12,139.99	0.00	832.00	0.00	11,307.99
Report Totals:	157,877.00	0.00	27,786.18	0.00	130,090.82

FINANCIAL REPORT
HEMINGFORD SCHOOLS
4/12/21

GENERAL FUND

BALANCE		3/15/2021				**$**	**114,750.94**	
	MISC-Mar	$	87,284.00				
	INTEREST	$	22.06				
	ST of NE	$	82,088.00				
				$	169,394.06		
BALANCE						**$**	**284,145.00**	15-Mar-21

	TAX RECEIPTS	April					
	BOX BUTTE	$	264,074.18				
	DAWES	$	-				
	SHERIDAN	$	40,526.28				
				$	304,600.46		
						$	588,745.46
	BILLS			$	95,236.08	$	95,236.08
	PAYROLL			$	452,687.95	$	452,687.95
				TOTAL EXPENSE		$	547,924.03
FUNDS AVAILABLE				**4/12/2021**		**$**	**40,821.43**

BUILDING FUND

3/15/2021		BALANCE			$	1,210,326.70	15-Mar-21
TAX RECEIPTS	April					
BOX BUTTE	$	24,523.04				
DAWES	$	-				
SHERIDAN	$	3,872.96				
			$	-		
INTEREST			$	258.59		
			$	-		
BILLS			$	65,646.17	$	65,646.17
		BALANCE			$	1,210,555.67	12-Apr-21

CD'S			INTEREST TO DATE			
18 MONTH	$	120,000.00	$	1,427.84	$	121,427.84
24 MONTH	$	150,000.00	$	2,324.06	$	152,324.06
30 MONTH	$	150,000.00	$	2,324.06	$	152,324.06
			TOTAL CD'S		$	426,075.96
NLAF						
BALANCE	$	401,237.12				
INTEREST	$	7.08				
			TOTAL NLAF		$	401,244.20
FUNDS AVAILABLE	**4/12/2021**				$	2,037,875.83

Fire and Ice	$	2,439.63
Jacks	$	2,175.49
Last Chance Gutter	$	1,452.00
Protex	$	5,710.80
Thompson Glass	$	400.00
Wood Construction	$	53,468.25
	$	65,646.17

GENERAL FUND BILLS FOR APRIL 2021		
VENDOR	FOR	AMOUNT
B&C Steel	VoAg Supplies	$ 462.04
Bernies	Maintenance Supplies	$ 27.54
Glenda Bierfreund	Sped Services	$ 259.00
BlackHIlls Energy	Natural Gas	$ 5,131.80
Bloedorns	Maintenance Supplies	$ 1,836.88
Box Butte Ag	Maintenance Supplies	$ 268.20
Buds Pest Control	Pest Control	$ 100.00
Capital Business	Copier Lease	$ 963.98
Carters	Maintenance Supplies	$ 43.16
Chadron Public Schools	Sped Services	$ 135.90
Crescent Electric	Maintenance Supplies	$ 2,466.65
Crossroads Music	Music Supplies	$ 418.50
Culligan Water	Softwater Maint	$ 416.84
DAS State Accounting	Internet Fee	$ 232.49
Daves Pharmacy	Health Supplies	$ 21.75
Education Week	HS Principal Supplies	$ 79.00
Elan Visa	Supplies/Travel	$ 4,335.08
ESU 13	Sped Services	$ 8,540.71
H&H Sanitation	Rolloff Box	$ 90.00
Huss Auto	Vehicle Maintenance	$ 15.75
GoldenWest	Offsite Backup	$ 595.00
Hampton Inn	Superintendent	$ 278.00
Hemingford Coop Telephone	Telephone Service	$ 1,118.98
Hemingford Utilities	Utility Service	$ 7,111.32
Instrumental Awards	Music Supplies	$ 148.00
JW Pepper	Music Supplies	$ 218.96
Keating and Associates	125 Plan Fee	$ 200.00
Mobius	Fees	$ 1,079.19
NASB	Alicap Insurance	$ 43,809.00
NE ASCD	HS Principal Supplies	$ 40.00
NCEBVI	Sped Services	$ 4,200.00
NCSA	Fees	$ 165.00
NE Safety Center	Transportation Records	$ 250.00
Northwest Pipe Fittings	Maintenance Supplies	$ 271.70
Paradise	Car Wash	$ 70.00
Pearson	Business Class Supplies	$ 514.95
Quick Care	Health Exams	$ 125.00
Quill	Office Supplies	$ 406.18
Rabens	Supplies	$ 765.52
Rocky Mountain Air	VoAg Supplies	$ 64.48
Simon	Rock	$ 520.03
Smith Irrigation	Maintenance Supplies	$ 782.68
Soar Pediatric	Sped Services	$ 1,348.56
Star Herald	Adv/Printing	$ 381.00
Synchrony Bank Amazon	Library Books	$ 148.00

Twenty First Century	Maintenance Supplies	$	123.39
Westco	Fuel	$	4,655.87
	TOTAL BILLS	$	**95,236.08**

HEMINGFORD PUBLIC SCHOOLS DISTRICT TECHNOLOGY PLAN

YEAR 3 (2021-2022)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2025)	31	$450.00	$13,950.00
4th Grade Chromebooks (1:1)	40	$450.00	$18,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
~~1/6 EL Tech Lab~~	6	~~$800.00~~	
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$53,700.00**

YEAR 4 (2022-2023)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2026)	40	$450.00	$18,000.00
3rd Grade Chromebooks (1:1)	40	$450.00	$18,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
1/6 EL Tech Lab	6	$800.00	$4,800.00
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$62,550.00**

YEAR 5 (2023-2024)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2027)	32	$450.00	$14,400.00
6th Grade Chromebooks (1:1)	40	$450.00	$18,000.00
JH Chromebooks (1:1)	20	$450.00	$9,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
1/6 EL Tech Lab	6	$800.00	$4,800.00
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$67,950.00**

YEAR 6 (2024-2025)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2028)	30	$450.00	$13,500.00
5th Grade Chromebooks (1:1)	40	$450.00	$18,000.00
JH Chromebooks (1:1)	20	$450.00	$9,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
1/6 EL Tech Lab	6	$800.00	$4,800.00
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$67,050.00**

YEAR 7 (2025-2026)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2029)	31	$450.00	$13,950.00
JH Chromebooks (1:1)	60	$450.00	$27,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
1/6 EL Tech Lab	6	$800.00	$4,800.00
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$67,500.00**

YEAR 9 (2026-2027)			
Item	**Number**	**Price**	**Total**
FR Chromebooks (2030)	40	$450.00	$18,000.00
K-2 (1:2)	60	$450.00	$27,000.00
1/6 Staff Portable	13	$700.00	$9,100.00
1/6 Staff Desktop	9	$1,100.00	$9,900.00
1/6 EL Tech Lab	6	$800.00	$4,800.00
1/6 HS Tech Lab	1	$2,750.00	$2,750.00
		FINAL TOTAL	**$71,550.00**

Grade	Graduation Year	Students
K	2033	33
1	2032	26
2	2031	32
3	2030	35
4	2029	26
5	2028	25
6	2027	27
7	2026	34
8	2025	26
9	2024	23
10	2023	36
11	2022	16
12	2021	26
TOTAL		365
PER CLASS		28
Using up to 40 Students/Class		

Grade	GoGuardian
K	17
1	17
2	17
3	32
4	32
5	30
6	30
7	32
8	25
9	41
10	19
11	30
12	33
EL Tech Lab	33
Extras	52
TOTAL	440

Item	Price
Student Chromebook	$450.00
Staff Chromebook	$700.00
Staff Desktop	$1,100.00
Lab Chromebox	$800.00
Lab iMac	$2,750.00

ITEM	DESCRIPTION	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
Adobe VIP	Subscription for 100 licenses to access Adobe products (Photoshop, Premiere, After Effects, etc.).	$600.00	$550.00	$500.00	$0.00
AR/STARS	Testing tool used for testing student reading levels.	$5,200.00	$5,100.00	$5,000.00	$4,500.00
BrainPop	Learning tool with over 1,000 short animated movies along with quizzes and related materials covering multiple content areas.	$2,200.00	$2,100.00	$2,000.00	$2,000.00
Computer Sleeves	Sleeves for FR Chromebooks (40).	$0.00	Sponsor-HCTC	$0.00	Sponsor-HCTC
Destiny Library	Service used by librarians to manage library resources.	$2,200.00	$2,100.00	$2,000.00	$2,000.00
Discovery Education	Learning tool with interactive digital content.	$1,900.00	$2,100.00	$2,000.00	$1,600.00
EquatIO	Easily add equations, formulas, graphs and more to g suite for education apps and microsoft word.	$450.00	$450.00	$0.00	$0.00
Fortigate	Security tool used to control content and secure our network. Spend ~$6,000 every 3 years. Last purchase was 18/19 school year.	$6,000.00	$0.00	$0.00	$5,500.00
Google Workspace for Education Plus	Adds additional features (investigation tool, Google Meet recordings, Google Meet Breakout Rooms, etc.) that improve our domain's security and remote learning resources.	$3,500.00	$0.00	$0.00	$0.00
GoGuardian	All-in-one filtering, screensharing, self-harm alert program for student safety and 1:1 take-home compliance.	$7,200.00	$7,100.00	$7,000.00	$200.00
Golden West - Server	Reducing service to warranty coverage of server only. Working with Mobius to coordinate back-up server once this older one needs replaced. Warranty coverage is ~$700. Plan for replacement server ~$10,000.	$10,700.00	$7,500.00	$7,500.00	$7,500.00
Typing Curriculum	Curriculum used for typing skill development.	$2,000.00	$3,100.00	$3,000.00	$0.00

ITEM	DESCRIPTION	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
Mobius	Company that assists technology team with advanced technology troubleshooting needs. Security camera services are not figured into this.	$5,000.00	$5,000.00	$8,000.00	$5,000.00
MobyMax	Learning tool used to differentiate and target learning for students of all abilities.	$2,700.00	$2,600.00	$2,500.00	$1,400.00
NWEA	Testing tool used for student assessment.	$7,700.00	$7,600.00	$7,500.00	$7,000.00
Office 365	Subscription to Microsoft Office tools.	$400.00	$350.00	$300.00	$150.00
PowerSchool	Our Student Information System.	$5,200.00	$5,100.00	$5,000.00	$5,000.00
Projectors	Projectors for classroom.	$10,000.00	$10,000.00	$10,000.00	$5,000.00
ScreenCloud	Service used to run our digital signage.	$700.00	$1,100.00	$1,000.00	$1,000.00
SOCS	Service used for our school webpage.	$2,700.00	$2,600.00	$2,500.00	$2,500.00
Swank Movie License	Subscription that allows for the legal showing of movies within the school buildings.	$500.00	$450.00	$400.00	$0.00
Toner	Toner used for printing.	$10,000.00	$12,000.00	$16,000.00	$15,000.00
WeVideo	Subscription to online service that allows students to create and edit their own videos. Provides thousands of free digital resources for students to use within their videos.	$750.00	$700.00	$500.00	$0.00
6-Year Device Plan	FR (31), 4th (40), Staff Portable (13), Staff Desktop Replacements (9), HS Tech Lab Replacements (1)	$53,700.00	$51,950.00	$49,000.00	$69,674.78
Miscellaneous: Extra devices (desktops, laptops, tablets, 3D printers, robotics), device parts, monitors, cables, adapters, etc.	Miscellaneous supplies and devices that are ordered throughout the year as needed.	$18,700.00	$30,450.00	$26,800.00	$15,175.22
Adobe Acrobat Pro	Removed from budget (19/20), use Adobe VIP subscription.	-	-	$0.00	$300.00
Harris Solutions	Removed from budget (19/20), business manager expense.	-	-	$0.00	$2,500.00
PSNI SNAP Health	School Nurse Software that works with our Student Information System. Removed from budget (20/21), no longer used by school nurse.	-	-	$1,500.00	$0.00

ITEM	DESCRIPTION	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
SOPHOS	Removed from budget (19/20), increased firewall security, staff education, and removed most Windows machines with this service. Have substituted in Forticlient as needed.	-	-	$0.00	$7,000.00
REQUESTED		**$160,000.00**	**$160,000.00**	**$160,000.00**	**$160,000.00**

LEASE, SALE OR DISPOSAL OF SCHOOL DISTRICT PROPERTY

Decisions regarding the lease, sale, or disposal of school district property shall be made by a two-thirds vote of the board in consultation with the Superintendent. In making its decision the board will consider the needs of the education program and the efficient use of public funds.

School property, such as equipment, furnishings, or supplies (collectively referred to as equipment), will be disposed of when it is determined to be of no further use to the school district. It shall be the objective of the school district in disposing of the equipment to achieve the best available price or most economical disposal.

Obsolete equipment with little or no value can be donated to charities or other worthy community organizations. Other materials with little or no value will be hauled to the dump. Discarded items shall not be claimed by employees except by prior approval of the administration.

Obsolete equipment having a value of at least $1,000 shall be disposed of in a manner determined by the board, allowing patrons and other interested parties access to it. The sale of equipment, furnishings or supplies disposed of in this manner shall be published in a newspaper of general circulation.

If needed, one or more qualified individuals may be employed to prepare an appraisal of the property.

In the case of the razing of a school district facility, at a cost of ~~$5,000~~ $25,000 or more, the board will advertise and take bids for the purpose of awarding the contract for the project.

The superintendent shall be responsible for coordinating the action necessary for the board to accomplish the lease, sale, or disposal of school district property, including student-constructed buildings. It shall also be the responsibility of the superintendent to make a recommendation to the board regarding the use of school district real property not being utilized for the education program.

Legal Reference: Neb. Statute 79-10,114

Cross Reference: 705   Revenue
                     706.01 Bidding Procedures

Approved _____ Reviewed _____ Revised _____

Dear Hemingford School Board,

I would like to start off by thanking you for the opportunity to work for such a great school district the past three years! To be able to return to the school I was fortunate to have attended K-12, meant a lot. I have thoroughly enjoyed every minute of not only being the school nurse but leading the health professions club and teaching the CNA/MA course. Although, not an easy decision, I have decided to pursue other career opportunities at the end of this school year. I am going to miss staff and the students greatly.

Thank you so much,

Patrick Jespersen

Patrick Jespersen

4/12/2021

Hemingford Public Schools

Teacher Evaluation Process

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Hemingford Public Schools Teacher Evaluation Process

Hemingford Public Schools is committed to maximizing the professional growth of teachers and views evaluation as a continuous, collaborative process designed to improve instruction and the performance of students. Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators.

The Hemingford Public Schools Teacher Evaluation Process and rubrics are based on the *Danielson Framework for Teaching Clusters.* The clusters provide a description of the skills demonstrated by accomplished teachers in promoting high levels of student performance—skills based on foundational knowledge and dispositions are grounded in a deep understanding of the nature of human learning. The clusters are an outgrowth of *The Framework for Teaching* (the FfT), which has been validated through empirical studies as predictive of student learning as measured by state assessments. Evaluation of Hemingford teachers shall be based upon:
- formal pre-arranged classroom observation(s) for an entire instructional period
- informal (pre-arranged or random) classroom observation(s) less than an instructional period
- day-to-day observation of a teacher's classroom management
- instruction preparation, plan, and delivery
- personal and professional conduct

Terms and Definitions for Teacher Evaluation	
Term	**Definition**
Instructional Framework	The district's instructional framework serves as a guide to teaching practice and forms the basis for the analysis of such practice in the evaluation process. For purposes of gathering data on teaching practices the district shall use the Charlotte Danielson's Framework for Teaching.
Levels of Performance	The overall performance level of the educator is categorized in one of four levels of performance: Unsatisfactory, Basic, Proficient, or Distinguished. Evaluators will assign an overall performance rating based on the evaluative criteria as part of the summative evaluation. The overall rating is based on the evaluator's judgment following a thorough review of the evidence collected in the evaluation process. A rating of "Unsatisfactory" on any component requires the development of a Deficiency Notice and Plan of Assistance.

Annual Notice	Under NDE Rule 10, Accreditation of Schools, annual written notice of the district's evaluation policy and procedures must be provided to educators covered by the district's evaluation policy.
Formal Observations	Formal Observations of a teacher's performance shall include (1) advance notice to the educator of the approximate time and date of the observation; (2) a pre-observation conference with the evaluator; (3) observation for a full instructional period; (4) a post-observation conference with the evaluator, and (5) a written report summarizing strengths and suggestions for improvement.
Formal Observation Definition	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An "entire instructional" period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. A formal observation is pre-arranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.
Formal Observation – Teacher Post-Observation Conference Definitions	The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher's performance during the observed lesson. The post- observation conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-observation conference should include performance concerns, if there are any. The Teacher Post-Observation Conference Questions Template will be used after an observation. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The teacher will complete the Teacher Post-Observation Conference Questions Template prior to the conference. These questions and responses will provide the basis for the post-observation discussion. The HPS District Observation and Evaluation Template will be used by the evaluator for comments and observed evidence gathered during the observation.
Instructional Walk-through Observations	Walk-through observations are brief classroom or work space visits, generally five to ten minutes in duration, for the purpose of monitoring the learning environment. Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on identified Essential Classroom Practices when conducting instructional walk-throughs.
Self-Evaluation	All teachers will self-evaluate using the Self-evaluation Form before the end of first semester for each school year. The completed document form will be discussed during the second semester of each school year.

Student Learning Objectives (SLO)	A Student Learning Objective, or SLO, is an academic goal set for an educator's students at the start of a year or course. It represents the most important learning that is aligned to State or National Standards, as well as any other school and district priorities. The goals must be specific, measurable, and based on available prior student learning data. This baseline data may come from a variety of sources such as pre-tests/pre-assessments and/or a student's prior academic history. The Student Learning Objectives (SLO) is due to the evaluator by October 1.
Individual Professional Development Plan (IPDP)	On an annual basis, teachers shall develop and implement an Individual Professional Development Plan based on the results of the employee's most recent summative evaluation. The Individual Professional Development Plan (IPDP) enables each educator to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. The Individual Professional Development Plan (IPDP) is due to the evaluator by September 1.
Peer Observation (Teachers only)	All teachers will annually complete a peer observation during their planning period and complete the Peer Observation Template. The date of the Peer Observation will be submitted to the evaluator by March 1. (to be implemented at a later date)
Mid- Year Conference (All teachers every year)	Teacher meets with the evaluator to review the following items scheduled between January 1- March 1: ● Student Learning Objectives ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template)
Deficiency Notification and Plan of Assistance	A Deficiency Notification and Plan of Assistance is required for Teachers who receive a rating of "Unsatisfactory" on any component of a summative evaluation. Components may include Teacher Pre-Observation Conferences, Classroom Observations, Teacher Post-Observation Conferences, Student Learning Objectives, Summative Evaluation and Individual Professional Development Plans.
Summative Evaluation and Conference	The summative evaluation conference shall be completed by dates determined by the District Evaluation Timeline for Probationary (non-tenured) and Permanent (tenured staff). Throughout the year, the teacher and the evaluator have collected evidence and artifacts reflecting the teacher's performance on all criteria. All evidence is submitted to the evaluator prior to the summative evaluation as indicated on the District Evaluation Timeline. The evaluator has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference. As a reminder, the evaluator can use notes taken regarding artifacts/evidence observed at the pre or post-conference. The HPS District Observation and Evaluation Template includes the key questions, indicators, and sources of

	evidence for the *Danielson Framework for Teaching Clusters*. The right column can be used to document the observations that demonstrate these elements.
Required Evidence of Professional Growth (Nebraska Statute – 79-830)	All teachers will annually complete the Required Evidence of Professional Growth form. Activities must be aligned with staff member's professional responsibilities. Non-compliance with this requirement will be documented through the evaluation process and included in their personnel file. The Required Evidence of Professional Growth is due to the evaluator by May 1.

Evaluation Schedule – Probationary Teachers

- Probationary: Years 1 through 3 in HPS
- .5 FTE will remain on Probationary Status for six years. (79-825 Revised Statutes)
- Frequency of Evaluation for Probationary Teachers:
  - Teachers in the probationary stage of employment in the school district (generally the first three years of employment in the district) have a one-year evaluation cycle. The evaluation cycle includes a first semester and second semester summative evaluation. Each semester's evaluation process must include at least one formal observation of classroom or work performance for a full instructional period in accordance with state law. The sequence of formative and summative evaluations is described below.

Evaluation Schedule – Probationary Teachers				
Probationary Phase: Years 1 through 3 of the evaluation cycle				
Timeline	**Activity for Professional Improvement**	**Task or Document**	**Responsibility of:**	
			Administrator	**Teacher**
Before September 1		Teacher must submit their Individual Professional Development Plan		✔
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✔	✔
Before October 1	October Documentation	Teacher completes the following items: ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template		✔
Before December 1	Submit Evidence	Teacher submits evidence (pre-observation form, lesson plans, etc.) to administrator for Summative Evaluation		✔
Before December 1	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An "entire instructional" period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual	✔	✔

		date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.		
On or Before End of 1st Semester	Summative Evaluation and Conference	The evaluator has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference.	✓	✓
By the end of January	Mid-Year Conference	Teacher meets with the evaluator to review the following items scheduled between January 1- March 1: ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template)	✓	✓
Before March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.) The completed document form will be discussed during the End of Year Conferences.		✓
Before March 1	Submit Evidence	Teacher submits evidence to the administrator for Summative Evaluation.		✓
On or Before April 15	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An "entire instructional" period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.	✓	✓
By May 1	SLO	Completed SLO turned into evaluator.		✓
Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items: ● Review Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.	✓	✓

Evaluation Schedule – Permanent (Tenured) Teachers

The evaluation cycle for permanent (tenured) teachers is three years with a classroom observation for an entire instructional period and a summative evaluation in the Summative Year (Year 3) of the cycle. The sequence of the evaluations is described below.

An evaluator can move a teacher back to the Summative Phase at any time.

Evaluation Schedule – Permanent (Tenured)Teachers			
Formative Phase: Years 1 & 2 of the evaluation cycle			
Timeline	**Activity for Professional Improvement**	**Task or Document**	**Responsibility of:** **Administrator Teacher**

Before September 1		Teacher must submit their Individual Professional Development Plan		✓
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✓	✓
Before October 1	October Documentation	Teacher completes the following items: ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.		✓
October 1-31	October Teacher/Principal Conference	Teacher meets with evaluator to review the following items: ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.	✓	✓
January 1 and March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. The completed document form will be discussed during the End of Year Conferences.		✓
March 1 - March 31	Mid-Year Conference	Teacher meets with the evaluator to review the following items: ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template)	✓	✓
Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items: ● Review Student Learning Objectives ● Review Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.	✓	✓

Evaluation Schedule – Permanent (Tenured)Teachers				
Summative Phase: Year 3 of the evaluation cycle				
Timeline	Activity for Professional Improvement	Task or Document	Responsibility of: Administrator	Teacher

Before September 1		Teacher must submit their Individual Professional Development Plan		✔
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✔	✔
Before October 1	October Documentation	Teacher completes the following items: ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template or appropriate specialist evaluation template.		✔
October 1-31	October Teacher/Principal Conference	Teacher meets with evaluator to review the following items: ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template	✔	✔
January 1 - March 1	Mid-Year Conference	Teacher meets with the evaluator to review the following items: ● Student Learning Objectives ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template)	✔	✔
Before March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. The completed document form will be discussed during the End of Year Conferences.		✔
Before Evaluation	Submit Evidence	Teacher submits evidence (pre-observation form, lesson plans, etc.) to the administrator for Summative Evaluation.		✔
On or Before April 15	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An "entire instructional" period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual date/time, include a	✔	✔

		pre/post observation conference, and any documentation is shared with the teacher in writing.		

Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items:
		    ● Review Student Learning Objectives
		    ● Review Individual Professional Development Plan
		    ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.
			✓	✓

Teacher Pre-Observation Conference and Lesson Plan Template

Teacher Name: Click here to enter text.   Date   Click here to enter text.

Evaluator Name: Click here to enter text.   Date   Click here to enter text.

Cluster 1: Clarity of Instructional Purpose and Accuracy of Content
Please explain the following instructional elements as they relate to the lesson to be observed:
What are your learning outcomes for this lesson? What do you want the students to understand?

Click here to enter text.

How does this lesson relate to the District Curriculum, i.e. Learning Guide?
Click here to enter text.

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

Click here to enter text.

What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)

Click here to enter text.

What is the grouping strategy of the activities? (whole group, partners, teams...)

Click here to enter text.

Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment

How will you ensure students feel safe, respected, supported, and challenged during the lesson?
Click here to enter text.

Cluster 3: Classroom Management

Classroom procedures that maximize instructional time:

Describe the transitions in the lesson:

Click here to enter text.

Explain distribution and collection of materials and supplies:

Click here to enter text.

Non-instructional duties (attendance, restroom, permission forms, etc.):

Click here to enter text.

Behavior Expectations:
- Are they clearly communicated to everyone?
- Are the expectations posted in your classroom?
- What are the results of student misbehavior in your classroom?

Click here to enter text.

Cluster 4: Student Intellectual Engagement

What teaching/learning activities will be observed? What teaching methods?

Click here to enter text.

What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?
Click here to enter text.

Cluster 5: Successful Learning By All Students

How will you ensure that all students are engaged, responsive, and "drawn in" to the conversation?
Click here to enter text.

How will the structure of the lesson be explained to students so they know what is expected of them as learners?
Click here to enter text.

Educator Signature:_____Date:_____

Evaluator's Signature:_____Date:_____

Teacher Post-Observation Conference Questions Template

Teacher Name: <u>Click here to enter text.</u>   Date: <u>Click here to enter text.</u>

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?   (Cluster 5)
Click here to enter text.

2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning? (Cluster 4)

Click here to enter text.

3. How did your classroom procedures (routines, transitions, student movement, and configuration) enhance or detract from the lesson? What, if anything, would you do differently? (Cluster 3)

Click here to enter text.

4. Did you adjust your lesson plan? If so, how and why? (Cluster 1)

Click here to enter text.

5. Comment on different aspects of your instructional delivery (i.e. activities, grouping of students, materials and resources). To what extent were they effective? (Cluster 5)

Click here to enter text.

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Cluster 5)

Click here to enter text.

7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' engagement? (Cluster 4)

Click here to enter text.

8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (Cluster 5)

Click here to enter text.

9. What impact did student behavior have on engagement and learning? (Cluster 3)

Click here to enter text.

10. To what extent did the interactions between teacher and students, and among students, demonstrate a safe, respectful, supportive, and challenging learning environment? (Cluster 2)

Click here to enter text.

Signature:_____Date:_____

Evaluator's Signature:_____Date:_____

Signature of the staff member does not indicate agreement with statements made within this form. Signature indicates that the staff member has been observed, informed of the observation and has been given a copy of any information to be placed in their file with respect to this observation. It is the responsibility of the teacher to submit a written statement indicating his/her disagreement with statements made within this summary.

HPS District Observation, Summative Evaluation and Self-evaluation Template

Educator Name: Click here to enter text.   Subject(s): Click here to enter text.   Grade Level(s): Click here to enter text.

Evaluator Name: Click here to enter text.

Observation #1 Date: Click here to enter text.   Time: Click here to enter text.

Observation #2 Date: Click here to enter text.   Time: Click here to enter text.

Observation #3 Date: Click here to enter text.   Time: Click here to enter text.

Observation #4 Date: Click here to enter text.   Time: Click here to enter text.

Summative Evaluation Date: Click here to enter text.

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 1: Clarity Of Instructional Purpose And Accuracy of Content	☐	☐	☐	☐

Key Questions:
- To what extent does the teacher demonstrate depth of important content knowledge and conduct the class with a clear and ambitious purpose, reflective of the standards for the discipline and appropriate to the students' levels of knowledge and skill?
- To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed, and aligned with the purpose of the lesson? To what extent are they designed to engage students in high-level learning in the discipline?
- To what extent did the teacher make adaptations to the lesson?
- To what extend did the teacher use formative assessment to check for student understanding?

Indicators:

- Clarity of instructional outcomes, reflecting not only knowledge of content and of standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)

Sources of Evidence:
- Planning documents: learning outcomes, instructional activities
- Observation:
  - Statements to students about purpose, conversation with students

Observations and Comments:

	o Accuracy of content o Alignment of questions, activities, and assignments to purpose o Reflection: success in facilitating the lesson's objectives?	

Cluster 2: Safe, Respectful, Supportive And Challenging Learning Environment	Unsatisfactory	Basic	Proficient	Distinguished
	☐	☐	☐	☐

Key Questions:
- To what extent do the interactions between teacher and students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and also challenging learning environment?
- Do teachers convey high expectations for student learning and encourage hard work and perseverance?
- Is the environment safe for risk taking?
- Do students take pride in their work and demonstrate a commitment to mastering challenging content?

Indicators:	*Observations and Comments:*
- Language of caring and respect between teacher and students and among students, - and teacher's awareness of students' interests in and beyond school (2a) - High levels of cognitive energy (2b) - A safe environment for student risk taking (2a) - High expectations for students' capabilities for learning (2b) - Productive student engagement in small group work (2c) - Students persevere, even in the face of challenges (2b) *Sources of Evidence:* - Observation: o Interactions of students and teacher	

| | o Student perseverance and pride |
| |
| ● Student surveys |

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 3: Classroom Management	☐	☐	☐	☐

Key Questions:
- Is the classroom well run and organized?
- Are classroom routines and procedures clear and carried out efficiently by both teacher and students with little loss of instructional time?
- To what extent do students themselves take an active role in their smooth operation?
- Are directions for activities clearly explained so that there is no confusion?
- Do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? How does the physical environment support the learning activities?

Indicators:	*Observations and Comments:*
● Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c) ● Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) ● Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d) ● Physical environment supportive of learning activities (2e) ● Productive contribution to the class by volunteers and paraprofessionals (2c) *Sources of Evidence:* ● Observation: o Routines	

	o Student conduct o Physical environment	

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 4: Student Intellectual Engagement	☐	☐	☐	☐

Key Questions:
- To what extent are students intellectually engaged in a classroom of high intellectual energy?
- What is the nature of what students are doing?
- Are they being challenged to think and make connections through both the instructional activities and the questions explored?
- Do the teacher's explanations of content correctly model academic language and invite intellectual work by students?
- Are students asked to explain their thinking, to construct logical arguments citing evidence, and to question the thinking of others?
- Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content?

Indicators:	*Observations and Comments:*
- The content is seen as worthwhile, important, and interesting (2b) - Content is presented in a manner that engages students in thinking and reasoning (3a) - Learning tasks require students to engage intellectually, to *think;* some may involve productive struggle (3c) - Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b) - The lesson has a recognizable structure, with time for reflection and closure (3c) - Students explain their thinking and question the thinking of others (3b) *Sources of Evidence:*	

- Planning documents
- Observation:
  - The nature of the work students are doing
  - The quality of teacher presentation of content
  - The nature of student discourse and class discussion
  - Student worksheets or activities
  - Samples of student work

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 5: Successful Learning By All Students	☐	☐	☐	☐

Key Questions:
- To what extent does the teacher ensure learning by all students?
- Does the teacher monitor student understanding through specifically designed questions or instructional techniques?
- To what extent do students monitor their own learning and provide respectful feedback to classmates?
- Does the teacher make modifications in presentations or learning activities where necessary, taking into account the degree of student learning?
- Has he or she sought out other resources (including parents) to support students' learning?
- In reflection, is the teacher aware of the success of the lesson in reaching students?

Indicators:	*Observations and Comments:*
- Both summative and formative assessments, aligned to learning outcomes, have been planned (1f) - The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d) - Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d) - If necessary, the teacher modifies the lesson to ensure that students "get it," drawing on other resources as needed (1d, 3e)	

- The teacher's records permit detailed analysis of learning by individuals and groups of students (4b)
- The teacher enlists, as appropriate, the engagement of families in student learning (4c)
- In reflection, the teacher assumes responsibility for student learning (4a)

Sources of Evidence:
- Planning documents for formative and summative assessments
- Observation: monitoring, feedback, adjustment
- Reflection: comments on learning of individuals
- Artifacts documenting both record keeping and communication with families

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 6: Professionalism	☐	☐	☐	☐

Key Questions:
- To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning?
- Does the teacher collaborate productively with colleagues and contribute to the life of the school?
- Does the teacher engage in professional learning and take a leadership role in the school to promote the welfare of students?

Indicators:	*Observations and Comments:*
- Collaboration with colleagues for joint planning, and school/district and community initiatives (4d) - Active engagement in workshops, courses, and activities to improve practice (1d, 4e)	

| Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)

Sources of Evidence:
- Artifacts documenting
  - Contributions to professional culture
  - Engagement with professional learning
  - Participation in other professional activities | |

Signature:_____   Date:_____

Evaluator's Signature:_____   Date:_____

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Rubric for Cluster 1: Clarity Of Instructional Purpose And Accuracy of Content			
Unsatisfactory	Basic	Proficient	Distinguished

The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students, through some combination of the following:	The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students, through some combination of the following:	The instructional purpose and learning tasks are clear, the information presented is accurate and suitable to the students, through some combination of the following:	The purpose and learning tasks of the lesson are very clear, through some combination of the following, in addition to elements listed under "Proficient":
• *The teacher's plans indicate weak content knowledge.* • *The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning.* • *Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for a number of students in the class.* • *At no time during the lesson does the teacher convey to the students what they will be learning.* • *The teacher makes a serious error of content or academic language that will affect students' understanding of the lesson.* • *Students indicate through body language or verbal exchanges that they don't understand the content being presented.* • *Students appear confused about the learning task.* • *Planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson's stated purpose, or are not suitable for many students.*	• *The teacher's plans reflect rudimentary understanding of the discipline.* • *The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.* • *Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class.* • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.* • *The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.* • *The teacher finds it necessary to clarify the learning task so that students can complete it.* • *Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.* • *The teacher has identified broad skill groups of students within the class and uses this information in planning.* • *Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.* • *The teacher states clearly, at some point during the lesson, what the students are learning.* • *The teacher makes no content errors and models the correct use of academic language.* • *The teacher's explanation of content is clear and invites student participation and thinking.* • *Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.* • *Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.*	• *The teacher cites intra- and inter-disciplinary content relationships.* • *The teacher is aware of the proficiency level of each student in the class and incorporates this understanding into plans.* • *The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.* • *The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning with the longer sweep of curriculum outcomes.* • *The teacher explains content clearly, using metaphors and analogies or inviting student predictions to bring content to life.* • *The teacher's carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.* • *Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports.* • *Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes.* • *The teacher is able to explain fully and specifically how planned learning tasks, materials, and question sequences are well suited for the particular goals and topics of the lesson, unit, or longer-term work, and to the students in the class.*

Rubric for Cluster 2: Safe, Respectful, Supportive And Challenging Learning Environment			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combination of the following:	Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:	The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:	Classroom interactions indicate high levels of caring and respect, and student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality, through some combination of the following, in addition to elements listed under "Proficient":
• *The teacher uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.* • *The teacher does not address disrespectful interactions among students, or the teacher's attempts to respond to disrespectful behavior are not successful.* • *The teacher displays no familiarity with, or caring about, individual students' interests or personalities.* • *The teacher conveys, to at least some students, that the work is too challenging for them.* • *Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty.* • *Students participate in only routine responses and tasks.* • *Students receive no support from their classmates.* • *Students show no sign of active collaboration, answers are copies or one student dominates group work.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *The teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful.* • *The teacher conveys only modest expectations for student abilities.* • *The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner.* • *Few students offer their ideas on questions that seem to entail intellectual risk.* • *Students offer assistance to classmates in a supportive manner when prompted by the teacher.* • *Group work is sometimes collaborative, sometimes not. Teacher makes intermittent attempts to support group processes.*	• *Talk between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students.* • *The teacher makes connections with individual students.* • *The teacher demonstrates a high regard for student abilities.* • *Student work and conduct during a lesson indicate commitment to high quality; students persevere in understanding challenging content.* • *Students participate willingly and appear confident in offering their ideas in front of classmates.* • *Students spontaneously offer assistance to classmates in a supportive manner.* • *Students are productively engaged collaboratively with a partner or during small-group work.*	• *Talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students.* • *The teacher demonstrates knowledge and caring about the lives of students beyond school.* • *Student questions and comments indicate a desire for deep understanding of the content.* • *Students take initiative in improving the quality of their work.* • *Students volunteer ideas, even when these ideas might seem to be unpopular among classmates.* • *Students recognize and express appreciation for the efforts of their classmates.* • *Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group's work.*

Rubric for Cluster 3: Classroom Management			
Unsatisfactory	Basic	Proficient	Distinguished

The classroom environment is disorganized and chaotic, through some combination of the following:	The classroom environment is a little rough, through some combination of the following:	The classroom functions smoothly and efficiently, through some combination of the following:	The classroom functions seamlessly through some combination of the following, in addition to elements listed under "Proficient":
• *Classroom procedures for transitions and other non-instructional duties are either absent or inefficient, resulting in the loss of much instructional time.* • *Groups not working with the teacher are not involved in productive work.* • *No standards of conduct appear to have been established, or the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.* • *There are physical hazards in the classroom, endangering student safety.* • *Volunteers and paraprofessionals have no defined role and may be idle much of the time.*	• *Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.* • *Small groups are only intermittently engaged while not working directly with the teacher.* • *Standards of conduct appear to have been set, but the teacher's attempts to maintain order meet with uneven success, or the teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.* • *The physical environment is not an impediment to learning but does not enhance it.* • *Volunteers and paraprofessionals participate but require frequent supervision or their work is not well integrated with classroom activities.*	• *Efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies, transitions to other grouping patterns, etc. resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction.* • *All students are productively engaged during small-group work, a fact indicating established procedures.* • *The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher's response to misbehavior is effective.* • *The classroom is arranged to support the instructional goals and learning activities.* • *Volunteers and paraprofessionals work with minimal supervision in synch with classroom goals.*	• *Students take the initiative with their classmates to ensure non-instructional routines run smoothly.* • *Students ensure productive small-group work by, for example, assigning roles.* • *The teacher's monitoring of student behavior is seamless and preventive, accomplished through nonverbal means; student behavior is entirely appropriate.* • *Productive classroom norms are well established, and students as well as the teacher act to maintain them.* • *Students take the initiative to contribute to and adjust the physical environment so it supports learning for all students.* • *Volunteers and paraprofessionals take initiative in their work in the class, a fact indicating clear roles and training.*

Rubric for Cluster 4: Student Intellectual Engagement			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

The level of intellectual engagement on the part of students is low, through some combination of the following:	The level of intellectual engagement on the part of students is modest, through some combination of the following:	The classroom is a cognitively busy place, with students encouraged to use their minds, through some combination of the following:	The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following, in addition to elements listed under "Proficient":
• *The teacher conveys no energy for the importance of the learning goals and assignments.* • *Content is presented in a didactic manner, with no invitation for students to think.* • *Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.* • *The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.* • *All discussion is between the teacher and individual students; students are not invited to speak directly to one another.* • *The teacher does not ask students to explain their thinking.* • *Few students are involved in the activities and discussions.* • *The lesson has no recognizable structure; it's a random series of events.*	• *The teacher displays little energy for the lesson's purpose or assignments.* • *The teacher's explanation of concepts includes perfunctory invitations for student thinking.* • *Learning tasks are so highly scaffolded that the result is a single pathway to completion.* • *The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking.* • *The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time.* • *The teacher invites students to respond directly to one another's ideas, but few students do so.* • *The teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.* • *About half the students are involved in activities and discussions.* • *The lesson has a recognizable structure, although parts of it may be rushed, while others drag.*	• *The teacher exhibits energy for the topic and conveys its importance.* • *The teacher's explanation of concepts invites student intellectual engagement.* • *Learning tasks, some of which are "group-worthy," demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.* • *Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)* • *Wait time is used productively; students engage in thoughtful reflection during discussion.* • *Students direct their comments to one another during full class discussions; there is lively discussion during small-group work.* • *Students are asked to explain their thinking, citing specific reasons; most do so.* • *Virtually all students are involved in the activities and discussions.* • *The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks.*	• *Students appear to relish challenging tasks and push their classmates with extended questions.* • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.* • *Students modify a learning task to make it more meaningful or relevant to their needs.* • *Students themselves ensure that all their classmates are involved in the activities and discussions.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* • *Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or at connecting procedures to underlying concepts.*

Rubric for Cluster 5: Successful Learning By All Students			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

The teacher makes no attempt to ensure the learning of all students, through some combination of the following: • *Summative assessments are poorly aligned with the learning outcomes.* • *No formative assessments have been designed for use during the lesson.* • *The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.* • *Feedback to students is only global, such as, "Good job, everyone."* • *The teacher makes no attempt to adjust the lesson, even when such action is clearly needed.* • *The teacher conveys to students that when they have difficulty learning it is their fault.* • *Record-keeping systems are in disarray.* • *Families are unaware of their children's progress.* • *In reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.*	The teacher makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following: • *Only some of the instructional outcomes are addressed in summative assessments.* • *Plans refer to the use of formative assessments but with no specificity.* • *The teacher requests global indications of student understanding, such as, "Any questions?"* • *Feedback to students is neither specific nor oriented toward future improvement of work.* • *The teacher's efforts to modify the lesson are only partially successful.* • *The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them.* • *The teacher maintains school-required record-keeping systems but does little else to inform families about student progress.* • *The teacher communicates sporadically with families regarding student learning.* • *In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or were well behaved.*	The teacher makes genuine attempts to ensure the learning of all students, through some combination of the following: • *All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals.* • *Plans include specific formative assessments for use during instruction.* • *The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding.* • *Feedback includes specific and timely guidance on how students can improve their learning.* • *The teacher makes productive changes to the lesson plan in response to evidence of student difficulties.* • *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.* • *The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student progress.* • *The teacher communicates regularly with families regarding student learning.* • *In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals.*	The teacher indicates a deep commitment to the learning of all students, through some combination of the following, in addition to elements listed under "Proficient": • *The teacher constantly "takes the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.* • *The teacher's plan for summative and formative assessment explicitly provides information to students about their progress in real time.* • *Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher.* • *When appropriate, students use assessment information to guide their next steps.* • *High-quality feedback comes from many sources, including other students; it is specific and focused on improvement.* • *The teacher actively encourages two-way communication with families regarding student learning.* • *In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.*

Rubric for Cluster 6: Professionalism			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following: • *The teacher's relationships with colleagues are characterized by negativity and lack of trust.* • *The teacher avoids involvement both in school activities and in district and community projects.* • *The teacher ignores or avoids opportunities to participate in activities for professional learning.* • *The teacher declines to participate in team and departmental decision making, except when required by superiors.* • *The teacher does not prioritize the needs of students and operates in a self-serving manner.* • *The teacher ignores school and district regulations.*	The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following: • *The teacher has cordial relationships with colleagues and is trusted by them.* • *When asked, the teacher participates in school activities as well as district and community projects.* • *The teacher participates in professional activities when they are required or provided by the district.* • *The teacher participates minimally in team and departmental decision making.* • *The teacher notices the needs of students but is inconsistent in addressing them.* • *The teacher minimally complies with school and district regulations.*	The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following: • *The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.* • *The teacher frequently volunteers to participate in school events and in school, district, and community projects.* • *The teacher seeks opportunities for continued professional development.* • *The teacher actively participates in team and departmental decision making.* • *The teacher actively addresses student needs and actively works to provide opportunities for student success.* • *The teacher completely complies with the spirit, as well as the letter, of school and district regulations.*	The teacher indicates, through various actions and statements, a deep commitment to continuing professional learning and engagement with the professional community to advance the interests of students, through some combination of the following, in addition to elements listed under "Proficient": • *The teacher takes initiative and a leadership role in organizing collaborative projects.* • *The teacher regularly contributes to, and leads, significant district and community projects.* • *The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.* • *The teacher takes a leadership role in team and departmental decision making, and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality.* • *The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.* • *The teacher makes material suggestions for the improvement of school and district regulations.*

Deficiency Notification and Plan of Assistance Template

Teacher Name: Click here to enter text. Date(s) Observed: Click here to enter text. School: Click here to enter text.

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

1. Component(s) rated as "Unsatisfactory"

Click here to enter text.

2. Performance deficiencies leading to the "Unsatisfactory" rating

Click here to enter text.

3. Guidelines from evaluator for improvement

Click here to enter text.

4. Criteria used to assess the correction of deficiencies

Click here to enter text.

5. Suggested resources to assist improvement
Click here to enter text.

6. Members of assistance team (if applicable)
Click here to enter text.

7. Timeline for correction of deficiencies
Click here to enter text.

8. Dates of review/evaluation	
Next summative evaluation on or before:	Click here to enter text.

Timeline for improvement has been met satisfactorily?   Yes:_____   No:_____

Timeline for improvement is still being addressed?   Yes:_____   No:_____

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 seven (7) days of receipt.

Teacher Signature:_____   Date:_____

Evaluator's Signature:_____   Date:_____

Student Learning Objectives (SLO) Template (Year 2 or 3 Implementation)

Teacher Name: Click here to enter text.   Content Area: Click here to enter text.   Course: Click here to enter text.

Grade Level: Click here to enter text.   Academic Year: Click here to enter text.

1. Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?
Click here to enter text.

2. Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.
Click here to enter text.

3. Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.
Click here to enter text.

4. Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?
Click here to enter text.

5. Assessment (s)

What assessment will be used to measure student growth for this SLO?
Click here to enter text.

6. Growth Targets

Considering all available data and content requirements, what great target (s) can students be expected to reach?
Click here to enter text.

7. Rationale for Growth Target (s)

What is your rationale for setting the above target (s) for student growth within the interval of instruction?
Click here to enter text.

Teacher Signature:_____   Date:_____

Evaluator's Signature:_____   Date:_____

Individual Professional Development Plan (IDPD) Template (Year 1 Implementation)

Teacher Name: Click here to enter text.   School: Click here to enter text.

Date of Summative Evaluation:Click here to enter text.   Evaluator: Click here to enter text.

Teacher/Administrative Identified Growth Area (s):
Click here to enter text.

Professional Development Goal 1:
Click here to enter text.

Strategies/Action Steps:
Click here to enter text.

Support/Resources Requested:

Click here to enter text.

Measures of Progress:

Click here to enter text.

Timeline for Goal Completion:

Click here to enter text.

Professional Development Goal 2:

Click here to enter text.

Strategies/Action Steps:

Click here to enter text.

Support/Resources Requested:

Click here to enter text.

Measures of Progress:
Click here to enter text.

Timeline for Goal Completion:
Click here to enter text.

Teacher Signature:_____   Date:_____

EVALUATOR SECTION

Plan Approval

Evaluator's Signature:_____   Date:_____

Plan Completion

Evaluator's Signature:_____   Date:_____

Peer Observation Template (To be implemented later)

Observer: Click here to enter text.   Date: Click here to enter text.

Teacher visited: Click here to enter text.   Subject: Click here to enter text.

1. How is the classroom prepared for the lesson? How did it enhance/hinder the lesson?
Click here to enter text.

2. What method (s) of instruction – lecture, inquiry, exposition, demonstration, discovery, discussion – were used? Did they seem effective?
Click here to enter text.

3. Did the students seem involved in the lesson? How did the teacher establish and maintain that involvement?

Click here to enter text.

4. How did the teacher handle interruptions or digressions during the lesson?

Click here to enter text.

5. What teaching tools or technology were used? How do they enhance/hinder the lesson?

Click here to enter text.

6. How would you describe the teacher's manner towards the students?

Click here to enter text.

7. What methods were used for checking understanding or assessing student learning?

Click here to enter text.

8. What impressed you the most about the lesson?

Click here to enter text.

9. What suggestion (s) do you have to improve the lesson? (Please provide at least one)

Click here to enter text.

10. Other thoughts or comments:

Click here to enter text.

Hemingford Public Schools Professional Growth Criteria

Hemingford will be using a three year professional growth cycle.

Need to discuss how many points to accumulate over the three year cycle.
Need a discussion about what can be done to earn points and how many points each are worth.

The Hemingford Public School District maintains that each certificated staff member shall improve professionally and personally through staff development activities. Those activities sponsored and recognized by the Hemingford Public School District are designed to help each individual become a more effective and efficient staff member of the total educational program. To assist each certificated staff member in this endeavor, the Board shall require evidence of professional growth every six years.

Professional Growth Period: The professional growth period for the Hemingford Public School District is a three (3) year period during which certificated staff members are required to give evidence of professional growth. A certificated permanent staff member, upon employment on September 1, begins his/her initial three year period and concludes such period three years later on August 31. The beginning of the fourth year commences the second three year period.

Professional Growth Points: All permanent certificated staff members will be required to reach a total of thirty (30) professional growth points during each professional growth period. Each activity of professional growth has its own criteria for acceptance. It is the responsibility of each permanent certificated staff member to make an application for professional growth and to show that the activity(s) was completed. Implementation of any changes in professional growth requirements shall be in such a manner as to cause no penalty to those staff members who are currently working on professional growth requirements for their present professional growth period. All professional growth activities earned pursuant to these provisions shall be accepted by the Board as evidence of professional growth.

Applicability to the Salary Schedule: Credit hours earned to complete the professional growth requirement shall be applicable for movement on the salary schedule if such hours meet existing criteria for salary advancement as set forth in the negotiated agreement and/or Board policy.

Procedure for Applying for Growth Credit: Application for professional growth activities and college credit shall be made on forms available at the Office of the Principal. Application shall be initiated by the person requesting acceptance of the professional growth activity(s). A separate application shall be submitted for each activity that requests professional growth. It is required that applicants request preliminary approval for

professional growth points prior to participation in the professional growth activity. The application shall be returned to the Office of the Principal upon completion of the professional growth activity.

Professional Growth Committee: The professional growth committee, established to review and approve applications for professional growth, shall consist of the Superintendent of Schools, each building principal, and an elementary school teacher and high school teacher appointed by the Hemingford Public School District Education Association.

Review of Professional Growth Status: Records of professional growth activities shall be maintained in the employee's personnel file. At the end of each school year, each employee shall be notified, in writing, of the total accumulated professional growth points and the expiration date of the professional growth period.

Classification of Activities: Listed below are the activities for which professional growth points may be obtained, the number of points which can be awarded in one calendar year and the total number of points that can be earned within the professional growth period for each professional growth activity. The required number of thirty (30) professional growth points may be earned in one year or over the three year period. Points earned during one growth period may not be carried over into the ensuing professional growth period, even though the points earned by the individual may be in excess of the required number.

1.   College or Formal Class work:

   a.   College credit   5 points per credit hour
   b.   Auditing college courses   4 points per credit hour
   c.   Technical Community College credit   5 points per credit hour
   d.   Adult education class   1 point for each 5 clock hours

2.   Professional Work Done Under Direction of the Hemingford Public School District:

   a.   School Improvement committee work   3 points each year your are involved
   b.   Workshop presenter, e.g.   5 points (max 15 points per three year period)
         Conference in-service, State Fair,
         NSEA Convention, etc.
   c.   Building in-service presentation or   5 points
         demonstration
   d.   Attending workshops held outside the   5 points
         regular school year, e.g.,
         Career Tech Conference held in June

   e.   Attending workshops held   2 points per workshop
         during the school year

| | f. | HAL coordinator | 2 points per year |
| | g. | HAL committee | 1 point per year |

3.   Professional Publications:

        Writings that are published.   1 to 10 points
        Writings are to be presented to the
        Professional Growth Committee for
        evaluation and assignment of points

4.   Teaching:

	a.	College teaching	5 points per credit hour (max 10 points per three year period)
	b.	Adult education classes	5 points per credit hour (max 10 points per three year period)
	c.	Supervising student teachers	max 10 points per three year period
		(1) six weeks = 2 points	
		(2) eight weeks = 4 points	
		(3) fifteen weeks = 8 points	
		(4) eighteen weeks = 10 points	

5.   Educational Travel:

| | a. | Sponsored tour under the direction of accredited college for which credit is given | 5 points per credit hour |
| | b. | Tours are subject to prior approval by the Committee | 1 to 5 points depending upon prior approval (max 10 points) |

6.   Professional memberships   1 point per membership per year (max 10 points per three year period)

The professional growth committee reserves the right to consider and recommend to the administration, Board and Hemingford Public School District Education Association, other professional growth activities not covered in the aforementioned activities.

APPLICATION FOR PROFESSIONAL GROWTH POINTS

Category: 1   2   3   4   5   6   (Please Circle)
Subcategory: a   b   c   d   e   f   g   (Please Circle)

Date Submitted: _____

Date(s) of Activity: _____ Number of Clock Hours _____

Name/Type of Activity: _____

_____

Description of Activity: _____

_____

This Activity is sponsored or offered by: _____

_____

If this Activity was completed for credit or audited, please complete the following:

Course	Credit	Audit	Credit Hours	Semester	Quarter
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I verify the above information is true and that I have accurately described the completion of such professional growth activities:

_____
Signature of Applicant

****

_____ The above request has been denied because: _____

_____

_____The above activity is approved for _____ professional growth points.

_____   _____   _____
Chairperson Prof. Growth Committee   Building Principal   Date

Evidence of Professional Growth

All certificated staff will annually complete the Required Evidence of Professional Growth form. Activities must be aligned with staff member's professional responsibilities. Non-compliance with this requirement will be documented through the evaluation process and included in personnel file. The HPS Professional Growth Application/Verification form is due to Building Principal or designee by March 1.

Professional Growth Activities

Professional Growth Activities shall refer to the kinds of professional work or activities herein listed which contribute to professional growth.

Point System for Professional Growth Activities

Evidence of completed professional growth activities totaling 10 points must be recorded on the Required Evidence of Professional Growth form annually. During an annual conference, the staff member and principal/supervisor will review the activities recorded for the year.

Formal Classwork

1. College Credit earned from accredited institutions— 10 points per semester hour. Applicant must submit a statement from the registrar showing that credit has been earned. This may be in the form of a transcript for credit notice. This statement will be placed in the personnel files after recognition by the building principal.

Participating in Workshops, Trainings or Institutes

1. Curriculum Workshops offered or approved by the district — one point for every two hours attended.
2. Specific Building In-service Workshops — five clock hours of time equal two points professional growth credit under this classification is given for participation in specific building in-service workshops organized and conducted at the request or suggestion of individual building principals and approved by the District.

Conducting Training

1. Conduct training approved by administrator – one point for every one hour of training provided.

Supervising Student Teachers

1. Supervising Student Teachers — points will vary depending upon length of student teacher assignment as described in school board policy. six weeks = 2 points, eights weeks = 4 points, fifteen weeks = 8 points, and eighteen weeks = 10 points.

Professional Publications

1. Publication of any piece of professional writing shall entitle the author to a maximum professional growth credit of 10 points per year.

CERTIFICATED EMPLOYEE EVALUATION

Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of certificated employees, other than administrators, but including extracurricular employees, shall be to improve the education program, to maintain certificated employees who meet or exceed the board's standards of performance, to clarify the certificated employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing. The formal evaluation shall provide an opportunity for the evaluator and the certificated employee to discuss the past semester's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the certificated employee and filed in the certificated employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the certificated employee's skills, abilities and competence.

The Superintendent will create an administrative regulation describing the procedure to be used for evaluations and including the evaluation instrument. At a minimum this will provide for evaluation of instructional performance, classroom organization and management, professional conduct, and personal conduct. It will provide for a written description of all noted deficiencies, specific means for the correction of the noted deficiencies and an adequate timeline for implementing the concrete suggestions for improvement. The teacher will be allowed to offer a written response. The regulation will also specify what training will be provided by the district for evaluators.

It shall be the responsibility of the principal to ensure certificated employees are evaluated formally once every three years at least annually. The evaluation shall include at least one classroom observation for one period.

New and probationary certificated employees shall be evaluated at least once each semester in their first three years. This evaluation procedure will include at least one classroom observation for one period each semester.

The requirements stated in the Negotiated Contract between employees in the certified collective bargaining unit and the board regarding evaluation of such employees shall be followed.

Legal Reference: Neb. Statute 79-828
                        NDE Rule 10-007.06

Cross Reference: 408.05 Certificated Employee Reduction-In-Force

Approved _____ Reviewed _____ Revised _____

Hemingford Public Schools Professional Growth Criteria

Hemingford will be using a three year professional growth cycle.

Need to discuss how many points to accumulate over the three year cycle.
Need a discussion about what can be done to earn points and how many points each are worth.

The Hemingford Public School District maintains that each certificated staff member shall improve professionally and personally through staff development activities. Those activities sponsored and recognized by the Hemingford Public School District are designed to help each individual become a more effective and efficient staff member of the total educational program. To assist each certificated staff member in this endeavor, the Board shall require evidence of professional growth every six years.

Professional Growth Period: The professional growth period for the Hemingford Public School District is a three (3) year period during which certificated staff members are required to give evidence of professional growth. A certificated permanent staff member, upon employment on September 1, begins his/her initial three year period and concludes such period three years later on August 31. The beginning of the fourth year commences the second three year period.

Professional Growth Points: All permanent certificated staff members will be required to reach a total of thirty (30) professional growth points during each professional growth period. Each activity of professional growth has its own criteria for acceptance. It is the responsibility of each permanent certificated staff member to make an application for professional growth and to show that the activity(s) was completed. Implementation of any changes in professional growth requirements shall be in such a manner as to cause no penalty to those staff members who are currently working on professional growth requirements for their present professional growth period. All professional growth activities earned pursuant to these provisions shall be accepted by the Board as evidence of professional growth.

Applicability to the Salary Schedule: Credit hours earned to complete the professional growth requirement shall be applicable for movement on the salary schedule if such hours meet existing criteria for salary advancement as set forth in the negotiated agreement and/or Board policy.

Procedure for Applying for Growth Credit: Application for professional growth activities and college credit shall be made on forms available at the Office of the Principal. Application shall be initiated by the person requesting acceptance of the professional growth activity(s). A separate application shall be submitted for each activity that requests professional growth. It is required that applicants request preliminary approval for professional growth points prior to participation in the professional growth activity. The application shall be returned to the Office of the Principal upon completion of the professional growth activity.

Professional Growth Committee: The professional growth committee, established to review and approve applications for professional growth, shall consist of the Superintendent of Schools, each building principal, and

an elementary school teacher and high school teacher appointed by the Hemingford Public School District Education Association.

Review of Professional Growth Status: Records of professional growth activities shall be maintained in the employee's personnel file. At the end of each school year, each employee shall be notified, in writing, of the total accumulated professional growth points and the expiration date of the professional growth period.

Classification of Activities: Listed below are the activities for which professional growth points may be obtained, the number of points which can be awarded in one calendar year and the total number of points that can be earned within the professional growth period for each professional growth activity. The required number of thirty (30) professional growth points (hours) may be earned in one year or over the three year period. Points earned during one growth period may not be carried over into the ensuing professional growth period, even though the points earned by the individual may be in excess of the required number.

Examples of Criteria
1. College or Formal Class work:

a. College credit   5 points(hours) per credit hour
b. Auditing college courses   4 points per credit hour
c. Technical Community College credit   5 points per credit hour
d. Adult education class   1 point for each 5 clock hours

2. Professional Work Done Under Direction of the Superior Public School District:

a. School Improvement committee work   3 points each year your are involved

b. Workshop presenter, e.g.   5 points (max 15 points per three year period)
    Conference in-service, State Fair,
    NSEA Convention, etc.
c. Building in-service presentation or   5 points
    demonstration
d. Attending workshops held outside the   5 points
    regular school year, e.g.,
    Career Tech Conference held in June

Each Cycle-Each Teacher must attend a professional activity outside the district.
Visit another school; attend an activity at ESU; state conference in their area; etc.

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