Building Teaching Capacity One Year At A Time
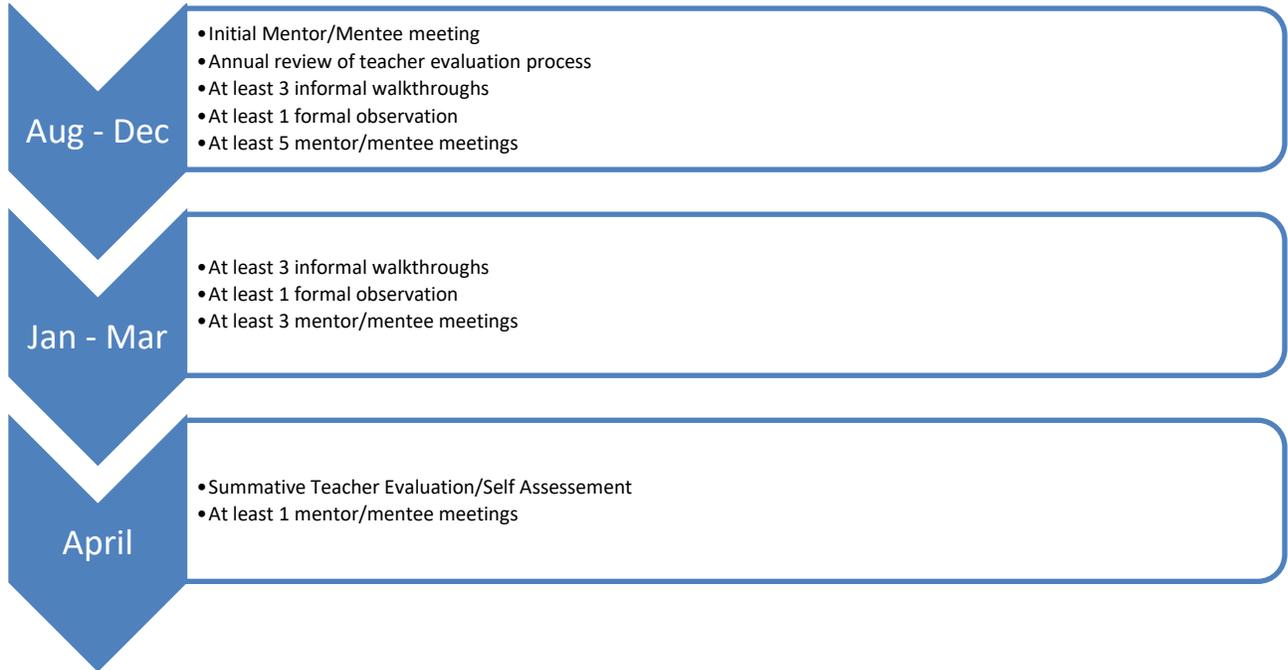

Stanton Community Schools
Teacher Evaluation Protocol
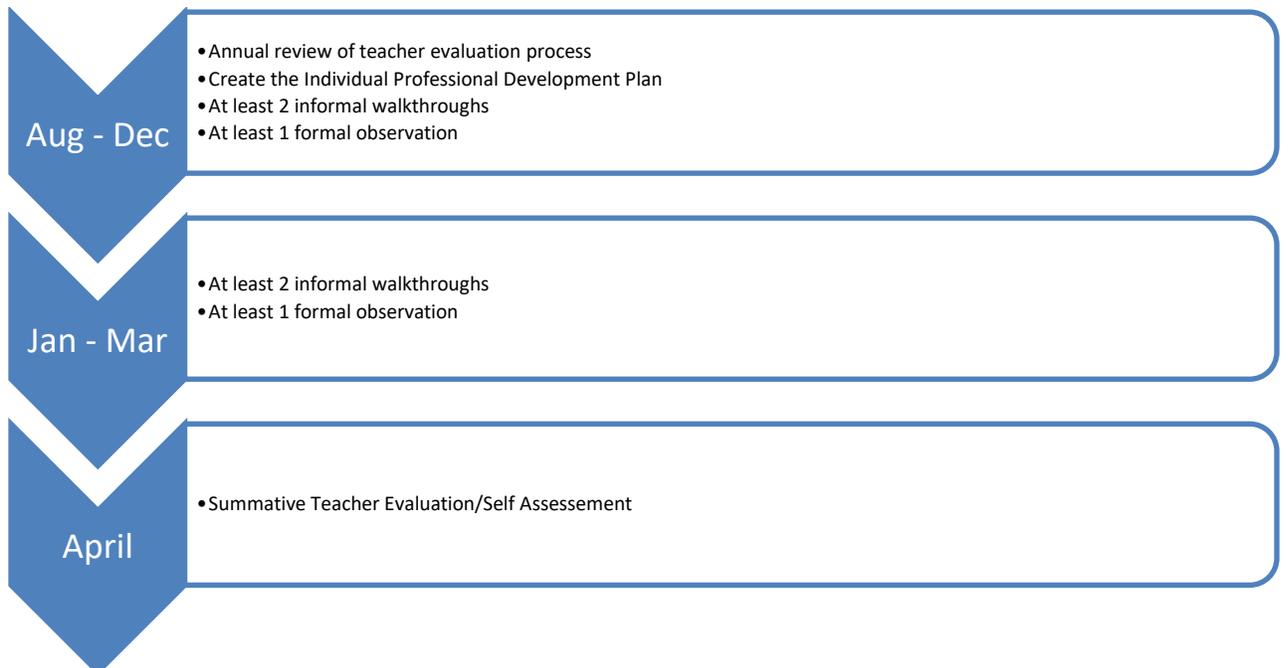
Building Teaching Capacity One Year At A Time
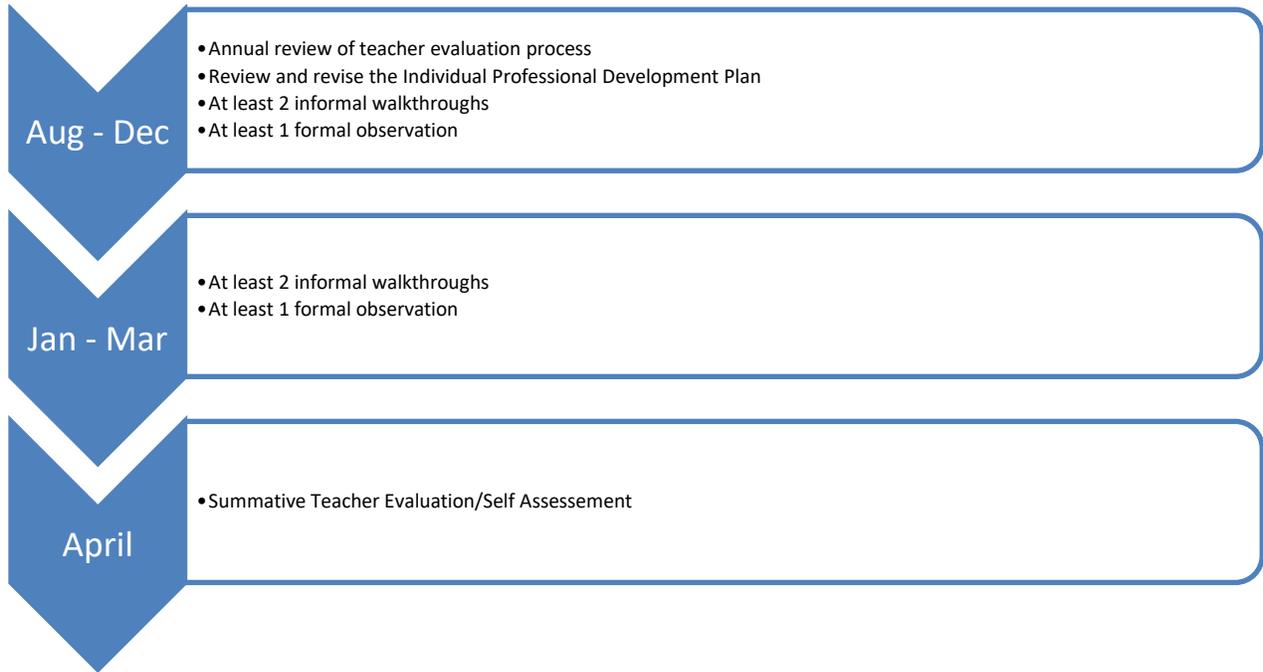
Year One Teaching

Aug - Dec
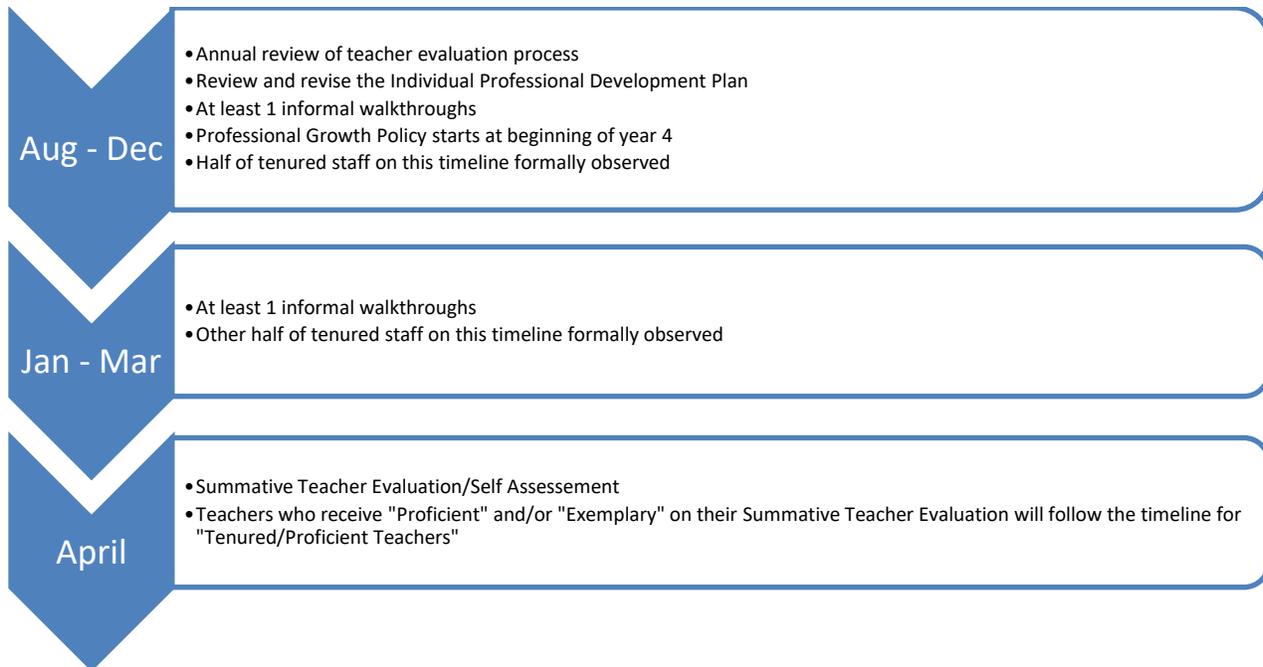- Initial Mentor/Mentee meeting
- Annual review of teacher evaluation process
- At least 3 informal walkthroughs
- At least 1 formal observation
- At least 5 mentor/mentee meetings

Jan - Mar
- At least 3 informal walkthroughs
- At least 1 formal observation
- At least 3 mentor/mentee meetings

April
- Summative Teacher Evaluation/Self Assessement
- At least 1 mentor/mentee meetings

Year Two Teaching

Aug - Dec
- Annual review of teacher evaluation process
- Create the Individual Professional Development Plan
- At least 2 informal walkthroughs
- At least 1 formal observation

Jan - Mar
- At least 2 informal walkthroughs
- At least 1 formal observation

April
- Summative Teacher Evaluation/Self Assessement

Year Three Teaching

Aug - Dec
- Annual review of teacher evaluation process
- Review and revise the Individual Professional Development Plan
- At least 2 informal walkthroughs
- At least 1 formal observation

Jan - Mar
- At least 2 informal walkthroughs
- At least 1 formal observation

April
- Summative Teacher Evaluation/Self Assessement

Year Four Teaching and Beyond

Aug - Dec
- Annual review of teacher evaluation process
- Review and revise the Individual Professional Development Plan
- At least 1 informal walkthroughs
- Professional Growth Policy starts at beginning of year 4
- Half of tenured staff on this timeline formally observed

Jan - Mar
- At least 1 informal walkthroughs
- Other half of tenured staff on this timeline formally observed

April
- Summative Teacher Evaluation/Self Assessement
- Teachers who receive "Proficient" and/or "Exemplary" on their Summative Teacher Evaluation will follow the timeline for "Tenured/Proficient Teachers"

Tenured/Proficient Teachers

Aug - May (Year 1)
- Annual review of teacher evaluation process
- Review and revise the Individual Professional Development Plan
- At least 2 informal walkthroughs
- Professional Growth Policy starts at the beginning of year 4

Aug - Mar (Year 2)
- Annual review of teacher evaluation process
- Review and revise the Individual Professional Development Plan
- At least 2 informal walkthroughs
- Formally observed during second semester

April
- Summative Teacher Evaluation/Self Assessement
- Teachers who receive "Proficient" and/or "Exemplary" on their Summative Teacher Evaluation will follow the timeline for "Tenured/Proficient Teachers"

Mentor/Mentee

The Mentoring Assistance Protocol is designed to pair a master teacher with a first-year teacher new to the district. The master, or mentor teacher, will guide the beginning teacher through his/her important first year of teaching. The protocol will begin with an Orientation Day in August and will follow a prescribed timeline throughout a teacher's first year of teaching. See *Stanton Mentoring Protocol* for complete timeline.

The Mentor Assistance Protocol has the following goals:
- To provide new teachers with support, encouragement, and guidance from their mentors, other colleagues, principals, and superintendent
- To enhance mentees' and mentors' professional skills through peer coaching, self-reflection and professional development
- To review the Professional Standards for Teachers to ensure that the beginning teacher fully understands the professional knowledge and skills required of all teachers
- To provide an Orientation Day prior to the beginning of school
- To familiarize new teachers with curricula, materials and professional development opportunities
- To ensure confidentiality between mentor and mentee
- To provide opportunities for new teaches to observe other excellent teachers in the district
- To retain skilled, committed teachers who are dedicated to providing high quality instruction

Annual Review of Teacher Evaluation Process

Annually, administrators will collaboratively review effective teacher evaluation strategies and share current professional experiences related to teacher evaluation. Based upon this collaboration and sharing, the administrators will edit appropriately each component of the Teacher Evaluation Protocol. The goal is to enhance the teaching ability of instructors to ensure that students are getting an enriched education.

The protocol and information within the Teacher Evaluation Protocol will be distributed and reviewed with all K-12 certified employees annually prior to the start of the school year.

Walkthrough

The walkthrough is a strategy used by the principal to gather classroom information and frame that interaction. The walk-through is defined as a brief, structured, non-evaluative classroom observation by the principal that is followed by a conversation between the principal and the

teacher about what was observed. The walkthrough should provide both principal and teacher with valuable information about the status of the school's instructional program.

Walkthroughs get the principal into classrooms. Unlike formal observations, which often last a full class period but occur only two or three times a year, the walk-through ensures that the principal will see teachers teaching more often. These structured visits also give the principal a first-hand view of instructional issues, patterns and student engagement.

Formal Observation

Formal Observations will be conducted a minimum of twice a year (once each semester) for probationary teachers and once a year for tenured teachers. For probationary teachers, observation #1 must be completed prior to Thanksgiving and observation #2 must be completed by the first Monday in April. For tenure teachers, observations must be completed by the first Monday in April. Formal observations will consist of the following steps.

Pre-Observation

The Pre-Observation Form must be submitted no later than 24 hours prior to the formal observation. A pre-observation conference may be held prior to a scheduled classroom observation to discuss the lesson.

Formal Classroom Observation

The formal observation will be scheduled a minimum of not less than one complete instructional period. Descriptive data will be recorded during the observation. Formal classroom observations may be announced or unannounced to the teacher.

Self-Reflection

The Self-Reflection form will be completed by the teacher once the formal classroom observation is complete and prior to the post-observation meeting. The purpose of the self-reflection is to allow the teacher to respond and reflect upon the observed lesson prior to meeting directly with the evaluator.

Post-Observation

A post-observation conference will be conducted for each formal classroom observation within 5 working days after the formal observation is completed. The purpose of the conference is to review the observation data.

The teacher will use the Self-Reflection Form and bring it to the post-conference. At that time the evaluator and teacher will discuss the lesson.

Summative Evaluation

For a probationary teacher, the summative evaluation will be done annually and will include a written summary of performance as well as a conference with the building principal. Probationary teachers who receive a "Basic" rating on any portion of their summative evaluation will be required to complete a Plan for Improvement in collaboration with the building principal. Probationary teachers who receive an "Unsatisfactory" rating on any portion of their summative evaluation will be required to complete a Plan of Assistance in collaboration with the building principal.

For a tenured teacher, the summative evaluation will include a written summary of performance as well as a conference with the building principal. Tenured teachers who receive a "Basic" rating on any portion of their summative evaluation will be required to complete a Plan for Improvement in collaboration with the building principal. Tenured teachers who receive an "Unsatisfactory" rating on any portion of their summative evaluation will be required to complete a Plan of Assistance in collaboration with the building principal. Tenured teachers that receive ratings of "Proficient" or "Exemplary" have the option of not being formally observed for approximately two years and working on their Individual Professional Development Plan to demonstrate their area of development in student learning, student engagement, and instructional strategies.

The Effective Practices:

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

Example Indicators

The Teacher:
   a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.
   b) Understands research-based instructional approaches, strategies, assessments, and interventions.
   c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
   d) Understands the effect of cultural and societal influences on learning for each student.
   e) Understands how national, state, and local standards impact teaching.
   f) Understands the components of an effective curriculum.
   g) Accepts responsibility for the growth of student learning, development, and achievement.

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

Example Indicators

The Teacher:
  a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.
  b) Designs and adapts lessons based on student progress, assessment results, and interests.
  c) Uses a variety of appropriate, research-based teaching strategies.
  d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.
  e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

(3) The Learning Environment

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

Example Indicators

The Teacher:
  a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.
  b) Ensures a safe and accessible environment.
  c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
  d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.
  e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.
  f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.

(4) Instructional Strategies

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

Example Indicators

The Teacher:
  a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.
  b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
  c) Communicates effectively with students to promote and support high expectations for achievement.

d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.
g) Uses existing and emerging technologies as needed to support and promote student learning.
h) Implements engaging learning experiences that draw upon family and community resources.

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

Example Indicators

The Teacher:
a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.
d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.
f) Compiles and reports assessment data to accurately document student progress over time.

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

Example Indicators

The Teacher:
a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.
b) Actively pursues meaningful professional development.
c) Contributes to and advocates for the profession.
d) Protects the established rights and confidentiality of students and families.
e) Adheres to school policies, procedures, and regulations.
f) Models ethical behavior in accordance with established standards.

g) Maintains accurate records, documentation, and data.

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

Example Indicators

The Teacher:
   a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
   b) Contributes to the continuous school improvement process.
   c) Establishes and maintains collaborative professional relationships.
   d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.
   e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

Individual Professional Development Plan

After the final Summative Evaluation of the year, EVERY teacher will establish a Professional Development Plan for the following year. The intent of the Professional Development Plan is to foster continual professional improvement.

The plan will be collaboratively developed between the teacher and evaluator. The plan may include areas in which the evaluator and teacher feel are conducive for professional improvement but do not constitute issues for non-employment. In some instances, the principal may suggest instructional strategies on which he/she feels the teacher should concentrate. These plans may be modified at the beginning of each school year.

Each goal has to be specific, measurable, attainable, realistic and timely (S.M.A.R.T.) and should assist the teacher to reach success by strengthening his/her skills in the classroom. All goals must correspond directly to a district school improvement goal.

At the end of the each year, the teacher must submit documentation that summarizes the plan activities and accomplishments. A conference with the evaluator will be held to review the teacher's documentation and progress towards his/her goal(s).

Plan for Improvement

The Plan for Improvement is designed to assist teachers who, in the judgment of the school district administration, need a structured plan to improve in one or more of the professional domain areas on the Summative Teacher Evaluation Form. Movement into this evaluation plan

reflects a need for a staff member to improve a rating of Basic in one or more of the professional domain areas.

1. Awareness will be initiated by discussion of an area in need of improvement between the evaluator and teacher.
2. When one or more of the professional domain areas are rated Basic on the Summative Teacher Evaluation Form of any staff member, a Plan for Improvement will be implemented. The evaluator will immediately notify the staff member of specific concerns.
3. The evaluator and staff member will collaboratively develop strategies to enable the individual to address concerns and regain competencies.
4. Collaboratively, the evaluator and staff member will develop an action plan to remedy the problem/situation. The action plan shall include a timeline for review.
5. The Plan for Improvement will focus on specific professional domain area(s) and will include strategies for resolution of the problem area(s), indicators of success, and administrative assistance to enable the staff member to overcome the difficulty/problem. The plan will be in writing.
6. If appropriate, the plan may take on the form of an increased observation cycle.
7. The Plan of Improvement shall include for each domain rated as Basic:
    a. Improvement goal,
    b. Actions for improvement,
    c. Sequential Timeline, and
    d. Evidence of progress toward success.
8. If, at the end of the agreed upon timeline, all of the professional domain area(s) are at least proficient, the staff member will return to the appropriate tenured teacher appraisal plan. If, at the end of the agreed upon timeline, the professional domain area(s) continues to be Basic, a revised plan or a continuation of the plan shall be discussed.

Plan of Assistance

The Plan of Assistance is designed to assist teachers who, in the judgment of the school district administration, need a more structured mode of supervision to improve in one or more of the professional domain areas on the Summative Teacher Evaluation Form. Movement into this evaluation plan reflects a need for a staff member to improve a rating of Unsatisfactory in one or more of the professional domain areas.

1. Awareness will be initiated by discussion of an area in need of improvement between the evaluator and teacher.
2. When a one or more of the professional domain areas are rated Unsatisfactory on the Summative Teacher Evaluation Form of any staff member, a Plan of Assistance will be implemented. The evaluator will immediately notify the staff member of specific concerns. The staff member will contact their union leadership for support.
3. The evaluator and staff member will collaboratively develop strategies to enable the individual to address concerns and regain competencies.
4. Collaboratively, the evaluator and staff member will develop an action plan to remedy the problem/situation. The action plan shall include a timeline for review.

5. The assistance plan will focus on specific professional domain area(s) and will include strategies for resolution of the problem area(s), indicators of success, and administrative assistance to enable the staff member to overcome the difficulty/problem. The plan will be in writing.
6. If appropriate, the plan may take on the form of an increased observation cycle.
7. The assistance plan shall include:
    a. Identification of the improvement needs,
    b. Strategies for improvement,
    c. Indicators of success shall be identified, and
    d. Administrative feedback schedule.
8. If, at the end of the agreed upon timeline, all of the professional domain area(s) are at least basic, the staff member will return to the appropriate tenured teacher appraisal plan. If, at the end of the agreed upon timeline, the professional domain area(s) continues to be Basic, a revised plan or a continuation of the plan shall be discussed, or the teacher could not be recommended for re-appointment.

Professional Growth Policy

Every six years the teachers in the Stanton Community School District system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth". See board policy #4140 for complete details concerning the professional growth policy.

Building Procedures

District – The teacher will:
1. Abide by & enforce all policies & handbooks.
2. Model student expectations such as but not limited to cell phone usage, food & beverage intake & dress.
3. Ensure all exterior doors are locked & shut during regular school hours.
4. Supervise students at all times.
5. Understand and perform safety procedures during appropriate times.
6. Not allow students to use the school copiers.
7. Not send students to the office to have copies made except for extenuating circumstances.
8. Wear his/her Stanton Identification Badge during regular school hours.
9. Reference the master calendar on the school's website when scheduling future events and notify the activity secretary after administrator approval when adding an event to the master calendar.
10. Not stop downtown except to get instructional supplies or during their lunch.
11. Recite the Pledge of Allegiance daily with students.

K-4 Building – The teacher will:
1. Escort students to & from art, physical education, music & library.
2. Discipline all students across all grade levels when appropriate.
3. Understand, model & enforce Building Behavioral Expectations.
4. Supervise students at recess by positioning self appropriately.

5-12 Building – The teacher will:
1. Actively supervise the hallway next to their classroom during student passing time.
2. Prepare and have available a substitute folder which includes but not limited to safety procedures, teacher schedule, rosters/seating charts, etc.
3. Remove all posters once an activity is over or the date has passed.

Classroom Procedures

District – The teacher will:
1. Show enthusiasm and motivation.
2. Post his/her behavioral expectations in his/her classroom.
3. Post fire and tornado procedures by appropriate classroom exit door.
4. Only show movies that directly link to the teaching of the curriculum.

Elementary – The teacher will:
1. Complete housekeeping tasks within the first fifteen minutes of the school day.
2. Post academic goals.
3. Abide by the MTSS 8 components (non-negotiables).

Secondary – The teacher will:
1. Complete housekeeping tasks within the first ten minutes of the class period.
2. Post grades to the student information system by noon on Monday.
3. Not release students early from their classrooms.

Instructional Procedures

Anticipatory Set

The teacher focuses the students' thoughts on to what will be learned (Tie in yesterday's lesson with today's lesson. Get them interested.)

Anticipatory set is defined as a short activity or prompt that focuses the students' attention before the actual lesson begins. Used when students enter the room or in a transition, anticipatory set might be a hand-out given to students at the door, review questions written on the board, two short problems presented and projected on a marker board, an agenda for the lesson written on the marker board, etc.

Objective and Purpose

Students learn more effectively when they know what they are supposed to be learning and why. Teachers also teach more effectively when they have the same information. (Tell what/how/why/the students are going to learn.)

The purpose or objective of the lesson includes why students need to learn the objective, what they will be able to do once they have met the criterion, how they will demonstrate learning as a result. The formula for the behavioral objective is: The learner will do what, with what, and how well?

Input

The new knowledge, process or skill must be presented to the students in the most effective manner. This could be through discovery, discussion, reading, listening, observing, etc.

Input includes the vocabulary, skills and concepts the teacher will impart to the students, the information the students need to know in order to be successful.

Modeling

It is important for the students to "see" what they are learning. It helps them when the teacher demonstrates what is to be learned.

The teacher shows a graphic or demonstrates in a concrete way exactly what the finished product looks like. Remember, a picture is worth a thousand words.

Checking for Understanding

It is important to make sure the students understand what was presented. One way this can be done is by asking the students questions.

The teacher uses a variety of questioning strategies to determine "Got it yet?" and to reflect on the pace of the lesson: "Should I move forward or back up?"

Guided Practice

The students practice the new learning under direct teacher supervision.

The teacher leads the students through the steps necessary to perform the skill using a tri-model approach: hear/see/do.

Independent Practice

When the teacher is sure the students understand the new material, they assign independent practice.

The teacher releases students to practice on their own based on learning that has occurred during the previous steps.

Closure

At the end of each lesson, the teacher reviews or wraps up the lesson by posing a question for the class: "Tell me or show me what you have learned today."

Closure is not necessarily an end point, but more of a final "check for understanding" used at the end of a class period. Closure for on-going laboratory activities may not be appropriate.

The INSTRUMENTS

Pre-Observation Form
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____

Grade/Subject: _____   School Year: _____

Date of Observation: _____

Questions

What are the objective(s) of the lesson? (What will the student learn? Include the high unit outcome and component(s) that are associated with the objective(s).)

Response

What materials are needed for the lesson?

Response

What instructional strategies/learning activities do you plan to use? (lectures, small group, worksheets, etc.)

Response

What methods will you use to check for student understanding?

Response

Are there any unusual circumstances or special considerations that the evaluator should be aware of when observing the lesson?

Response

Evaluator Signature: _____   Date: _____

Formal Classroom Observation Form
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____

Grade/Subject: _____   School Year: _____

Date of Observation: _____

Part I: Scripted Notes

Evaluator's Notes:

Part II: Method of Presentation

*Check **one** box under each heading that most accurately reflects what was observed during the observation.*

Anticipatory Set	
Indicators	
☐	The teacher focuses the students' thoughts on what will be learned.
☐	The teacher fails to focus the students' thoughts on what will be learned.

Learning Objective	
Indicators	
☐	The teacher posts, states and references the learning objectives multiple times during the lesson.
☐	The teacher posts and states the learning objective during the lesson.
☐	The teacher posts or states the learning objectives during the lesson.
☐	The teacher fails to post, state, or reference the learning objectives during the lesson.

Input	
Indicators	
☐	The teacher presents the new knowledge, process or skill in an effective manner which results in significant learning for all students.
☐	The teacher presents the new knowledge, process or skill in an effective manner which results in significant learning for most students.
☐	The teacher presents the new knowledge, process or skill in a manner which results in significant learning for some students.
☐	The teacher presents the new knowledge, process or skill in a manner that results in significant learning for no students.

Modeling	
Indicators	
☐	The teacher demonstrates in a concrete way exactly what the student is expected to learn.
☐	The teacher demonstrates in an abstract way what the student is expected to learn.
☐	The teacher demonstrates inaccurately what the student is expected to learn.
☐	The teacher fails to demonstrate what the student is expected to learn.

Checking for Understanding	
Indicators	
☐	The teacher has at least two methods to check for student understanding, includes a random selection of students, and reflects upon the pace of the lesson.
☐	The teacher has at least one method to check for student understanding, includes a random selection of students, and reflects upon the pace of the lesson.
☐	The teacher has at least one method to check for student understanding, but fails to include a random selection of students and/or fails to reflect upon the pace of the lesson.
☐	The teacher fails to use any method to check for understanding during the lesson.

Guided Practice	
Indicators	
☐	The teacher engages all students in practice activities under direct teacher supervision.
☐	The teacher engages most students in practice activities under direct teacher supervision.
☐	The teacher engages at least a few students in practice activities under direct teacher supervision.
☐	The teacher fails to provide practice activities under direct teacher supervision.

Independent Practice	
Indicators	
☐	The teacher engages all students in practice activities and monitors the extent to which the practice is increasing student learning.
☐	The teacher engages most students in independent practice activities and monitors the extent to which the practice is increasing student learning.
☐	The teacher engages at least a few students in independent practice activities but fails to monitor the extent to which the practice is increasing student learning.
☐	The teacher fails to provide independent practice activities.

Closure	
Indicators	
☐	The teacher concludes the lesson by asking the students what they have learned today and relates the learned material back to the learning objective.
☐	The teacher concludes the lesson by asking the students what they have learned today.
☐	The teacher fails to conclude the lesson by asking the students what they have learned today.

Conclusions:

Teacher Response:

Evaluator Signature: _____   Date: _____

Teacher/Specialist Signature: _____   Date: _____

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

Self-Reflection Form
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____

Grade/Subject: _____   School Year: _____

Date of Observation: _____

Teacher Responses

What evidence do I have that the students met the objective(s)?

Response

Did I complete my planned instructional sequence? Why or why not?

Response

To what extent were the students productively engaged?

Response

How effective were my chosen instructional strategies?

Response

If I were to teach this lesson again to the same group of students, what would I do differently? Why?

Response

The teacher and administrator have reviewed this post-observation reflection form as one portion of the post-observation sequence of activities.

Evaluator Signature: _____   Date: _____

Teacher/Specialist Signature: _____   Date: _____

Summative Teacher Evaluation Form
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____

Grade/Subject: _____   School Year: _____

Date of Evaluation: _____

Part I: Nebraska Effective Practices (see detailed Nebraska Framework Levels of Performance for additional example behaviors)

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
☐ Proficient	☐ Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
☐ Basic	☐ Basic	The teacher demonstrates limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development and achievement.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
☐ Proficient	☐ Proficient	The teacher consistently integrates knowledge of content, pedagogy, students and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
☐ Basic	☐ Basic	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units , lessons, and learning activities.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Proficient	☐ Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Basic	☐ Basic	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher fails to create and/or maintains an effective or engaging learning environment.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher consistently used highly effective instructional strategies that result in continuous growth in learning for each student.
☐ Proficient	☐ Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
☐ Basic	☐ Basic	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
☐ Proficient	☐ Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
☐ Basic	☐ Basic	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistency.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
☐ Proficient	☐ Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
☐ Basic	☐ Basic	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher fails to act in an ethical and/or professionally responsible manner.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
☐ Proficient	☐ Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
☐ Basic	☐ Basic	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.
☐ Unsatisfactory	☐ Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.

Evaluator's Comments:

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

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
☐ Proficient	☐ Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
☐ Basic	☐ Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
☐ Unsatisfactory	☐ Unsatisfactory	The Individual Professional Development Plan's goals have not been met to satisfactory degree. Implementation of the Plan has not lead to a positive change in job performance.

Evaluator's Comments:

Part III: Overall Rating

Teacher Rating	Evaluator Rating	Description
☐ Exemplary	☐ Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.
☐ Proficient	☐ Proficient	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
☐ Basic	☐ Basic	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
☐ Unsatisfactory	☐ Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Summary

Areas of Strength:

Areas for Development:

Additional Comments:

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

_____   Plan of Assistance attached (Required for rating of "unsatisfactory")

_____   Not recommended for re-appointment.

* All teachers are required to annually complete the Individual Professional Development Plan

Evaluator Signature: _____   Date: _____

Teacher/Specialist Signature: _____   Date: _____

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

Part IV: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment
3. Classroom Observation Summaries
4. Individual Professional Development Plan
5. Plan of Improvement (if any)
6. Plan of Assistance (if any)

Part V: Record of Evaluation Activities (Summative Year)			
Activity	**Date**	**Teacher/Specialist Signature**	**Evaluator Signature**
Annual Review of Teacher Evaluation Process			
Walk-Through Observations			
1.			
2.			
3.			
4.			
5.			
6.			
Observation			
1. Formal Observation			
2. Formal Observation (If necessary)			
Other Observation (If necessary)			
1.			
2.			
3.			
4.			
5.			
Summative Evaluation			
1. Summative Evaluation Conference			
2. Individual Professional Development Plan			
3. Plan for Improvement (if necessary)			
4. Plan of Assistance (if necessary)			

Annual Self-Assessment
Stanton Community Schools

Teacher Information:

Teacher Name: _____   School Year: _____

Grade/Subject: _____

Part I: Nebraska Effective Practices (see detailed Nebraska Framework Levels of Performance for additional example behaviors)

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

Teacher Rating	Description
☐ Exemplary	I have a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
☐ Proficient	I have a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
☐ Basic	I have limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development and achievement.
☐ Unsatisfactory	I have a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.

Teacher's Comments:

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

Teacher Rating	Description
☐ Exemplary	I purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
☐ Proficient	I consistently integrates knowledge of content, pedagogy, students and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
☐ Basic	I have a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units , lessons, and learning activities.
☐ Unsatisfactory	I have very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Teacher's Comments:

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

Teacher Rating	Description
☐ Exemplary	I create and consistently maintain an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Proficient	I create and maintain an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
☐ Basic	I strive to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.

	Unsatisfactory	I failed to create and/or maintain an effective or engaging learning environment.

Teacher's Comments:

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

Teacher Rating	Description
☐ Exemplary	I consistently use highly effective instructional strategies that result in continuous growth in learning for each student.
☐ Proficient	I regularly use effective instructional strategies to ensure growth in student achievement.
☐ Basic	I strive to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.
☐ Unsatisfactory	I failed to use effective instructional strategies and growth in student achievement is below expectations.

Teacher's Comments:

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

Teacher Rating	Description
☐ Exemplary	I'm viewed as an assessment leader for the building/district. I consistently and systematically create and use multiple methods of formative and summative assessment to measure student progress. I disaggregate data for use in planning, preparing for instruction, and reporting.
☐ Proficient	I consistently and systematically develop and use multiple methods of formative and summative assessment to measure student progress. I use assessment results when planning, preparing for instruction, and reporting.
☐ Basic	I have limited understanding of the various methods of assessment, and/or I use assessment results inconsistency.
☐ Unsatisfactory	I has little or no understanding of assessment methods and use them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.

Teacher's Comments:

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

Teacher Rating	Description
☐ Exemplary	I serve as a role model for ethical and responsible behavior and serve as a leader in the professional community.
☐ Proficient	I consistently model ethical and responsible behavior as a member of the professional community.
☐ Basic	I understand ethical and responsible behavior, but am inconsistent in demonstrating a high level of professional practice.
☐ Unsatisfactory	I failed to act in an ethical and/or professionally responsible manner.

Teacher's Comments:

EFFECTIVE PRACTICE: (7) <u>Vision and Collaboration</u>. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.	
Teacher Rating	**Description**
☐ Exemplary	I take a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
☐ Proficient	I contribute to and promote the vision of the school and collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
☐ Basic	I strive to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.
☐ Unsatisfactory	I failed to contribute to and promote the vision of the school. I failed to recognize my responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.

Teacher's Comments:

Part II: Individual Professional Development Plan.

Teacher Rating	**Description**
☐ Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
☐ Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
☐ Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
☐ Unsatisfactory	The Individual Professional Development Plan's goals have not been met to satisfactory degree. Implementation of the Plan has not lead to a positive change in job performance.

Teacher's Comments:

Part III: Overall Rating

Teacher Rating	**Description**
☐ Exemplary	In my judgment, I meet district performance standards for all evaluative criteria and exceed expected performance in many respects. I take a leadership role in professional development and school leadership activities.
☐ Proficient	In my judgment, I meet district performance standards for the evaluative criteria on an overall basis and am actively engaged in professional development and school leadership efforts.
☐ Basic	In my judgment, I meet district performance standards for most evaluative criteria and am satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
☐ Unsatisfactory	In my judgment, I do not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Summary

Areas of Strength:

Areas for Development:

Additional Comments:

Teacher/Specialist Signature: _____   Date: _____

Individual Professional Development Plan
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____

Grade/Subject: _____   School Year: _____

Professional Growth Goals

Please identify two performance growth goals that would enhance an area of improvement for you by supplying the following information.

S.M.A.R.T Goal I

Professional Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

S.M.A.R.T Goal II

Professional Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

Evaluator Signature: _____   Date: _____

Teacher/Specialist Signature: _____   Date: _____

Plan for Improvement
Stanton Community Schools

Teacher/Specialist Information:

Teacher Name: _____   Evaluator: _____
Grade/Subject: _____   School Year: _____

Improvement Goals

Please identify improvement goals for each of the seven "Effective Practices" rated as "Basic" on your last Summative Teacher Evaluation.

Goal I

Effective Practice: Foundational Knowledge.		
The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.		
Improvement Goal:		
Action Steps	**Timeline**	**Evidence of progress toward success (portfolio artifacts)**

Goal II

Effective Practice: Planning and Preparation.		
The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.		
Improvement Goal:		
Action Steps	**Timeline**	**Evidence of progress toward success (portfolio artifacts)**

Goal III

Effective Practice: The Learning Environment.
The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
Improvement Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

Goal IV

Effective Practice: Instructional Strategies.
The teacher uses effective instructional strategies to ensure growth in student achievement.
Improvement Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

Goal V

Effective Practice: Assessment.
The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.
Improvement Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

Goal VI

Effective Practice: Professionalism.

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

Improvement Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

Goal VII

Effective Practice: Vision and Collaboration.

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

Improvement Goal:

Action Steps	Timeline	Evidence of progress toward success (portfolio artifacts)

		G-4	

Evaluator Signature: _____   Date: _____

Teacher/Specialist Signature: _____   Date: _____

Plan of Assistance
Stanton Community Schools

Memorandum:

TO: _____

FROM: _____

RE: ___ Notification of Job Performance Expectations and Plan of Assistance for the Remainder of the _____ School Year and Future Years

DATE: _____

Part I: Notification of "On-Notice" Status

Evaluator's Comments:

A certificated employee's current job performance and conduct is to be judged in light of the employee's past performance and conduct.   Efforts over the past semester by the Administration to address and improve your overall performance have been and continue to be unsuccessful and your job performance and conduct has continued to be below that expected of other certificated employees of the school district. **Your failure to improve your overall performance and conduct, to address the specific deficiencies identified below, and to meet the performance goals and performance level requirements corresponding to each area of deficiency, may result in a recommendation to terminate or cancel your contract.**

Areas of Deficiency

Current Areas of Deficiency:

Past Areas of Deficiency that Remain a Concern:

Part II: Plan of Assistance

Performance Goal #1:

Performance Level Required:

Evidence of Accomplishment:

Performance Goal #2:

Performance Level Required:

Evidence of Accomplishment:

Performance Goal #3:

Performance Level Required:

Evidence of Accomplishment:

Performance Goal #4:

Performance Level Required:

Evidence of Accomplishment:

Performance Goal #5:

Performance Level Required:

Evidence of Accomplishment:

Part III: Conclusion

Hopefully by meeting these expectations, the completion of the school year can be a positive one for you, the students, parents and administration. We look forward to working positively with you.

PLEASE NOTE: You will be expected to successfully eliminate the concerns and meet the expectations set forth above for the remainder of the _____ school year and future years. The above-outlined concerns and expectations are those which have been identified as areas that need improvement in observation and evaluation reports. You are expected to maintain all other job performance expectations.

Stanton Community School District

BY: _____

,
_____ **Principal**

Acknowledgment of Review and Approval:

I have reviewed the foregoing memorandum establishing job performance expectations for **Teacher's Name**, and approve the content and issuance of the memorandum in its entirety.

BY: _____

Dr. Michael J. Sieh,
Superintendent of Schools

Acknowledgment of Receipt and Understanding:

The undersigned hereby acknowledges he/she has received a copy of the above and foregoing Notification of "On-Notice" Status With Job Performance Expectations for the _____ School Year, and understands the content thereof.

DATED this____ day of _____, 201_.

_____

,
Teacher

You have the option of providing a statement for your personnel record responding to this **"NOTIFICATION OF "ON-NOTICE" STATUS WITH JOB PERFORMANCE EXPECTATIONS FOR THE REMAINDER OF THE _____ SCHOOL YEAR AND FUTURE YEARS"**.