

CERTIFICATED STAFF

401.2

### Teacher Evaluation

The district shall have in place a written procedure for the evaluation of teachers employed by the district. Such plan shall also be forwarded to the Department of Education. Building principals are responsible for the evaluation of teachers assigned to their buildings.

The plan for teacher evaluation shall be a comprehensive plan developed with input from the teaching staff. The plan shall include as a minimum both a formative and summative process. The process may be differentiated for the probationary and tenured teacher, and must meet any requirements as are prescribed by statutes and/or the rules of the Department of Education.

Summative evaluations shall be kept in the teacher's personnel file maintained in the Superintendent's office. **ANNUALLY THE EVALUATIONS OF ALL CERTIFICATED STAFF, TEACHERS OR ADMINISTRATORS, SHALL BE COMPLETED PRIOR TO APRIL 15.**

### Philosophy

The primary purpose of teacher evaluation is improvement of the teaching-learning process. Classroom observation and appraisal of teaching effectiveness will allow administration the opportunity to offer guidance and assistance to teachers.

Teacher evaluation promotes professional growth and consequently improve teacher competency. Teachers will be appraised using the written evaluation plan and procedures co-operatively developed by the teachers, administration, and board.

### Purposes

1. There are a number of specific purposes necessary for a successful teacher evaluation process. They are:
2. To provide the teacher with objective information on his/her instructional practices, that practices meet curriculum requirements and fulfill district philosophies.
3. To diagnose and solve instructional problems.
4. To provide a clear definition of the qualities and characteristics of an excellent teacher, while providing support and creating confidence in the teachers ability to be successful and productive.
5. To identify instructional conditions which affect teaching success

6. To encourage and assist the teacher in the development of a positive attitude related to professional development.
7. To evaluate the teacher for re-employment, tenure or termination.

### Procedures

#### A. Communication:

The evaluation procedures and instruments for all district certificated staff shall be communicated by the teacher evaluation handbook or other written method on or before September 1<sup>st</sup> of each school year to all certified staff by the principal of each respective building.

#### B. Instruments:

The evaluative instruments used in the evaluative process shall be developed cooperatively between the administration and certificated staff. There shall be developed an instrument to use for the classroom observations (formative) and an instrument to use for an annual summary evaluation (summative). Other evaluative/supportive evaluative process forms may be utilized by teachers and/or administrators to supplement the process.

#### C. Criteria:

The primary criteria for the evaluative process shall address the following broad categories:

- a. Instructional performances
- b. Classroom management and learning environment
- c. Professional conduct
- d. Personal conduct

#### D. Evaluator-Training:

All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the district. Training may include local planning with the teacher evaluation committee, employee relations conference, administrative conferences, self-selected workshops, and administration preparation courses.

E. Definitions:

**FORMATIVE:** The formative evaluation is a process of information gathering for directed self-improvement. During this phase the certified staff member will complete a self-study process of criteria for effective instructions and professional teaching standards. The staff member is required to identify their strengths and weaknesses through this process.

A major component of the “formative” evaluative phase, is the writing by each staff member instructional goal(s) each year. The goal(s) written may focus on developing or further developing teaching strategies or any other area(s) that are teaching-learning related. In some instances, the teacher and/or administrator may identify a goal related to strengthening a particular teaching area. Projects or activities to support evidence that the goal(s) is being met may need to be developed. Information may be gathered by means of peer observations, video taping, student survey, or any other projects of creativity and risk taking show evidences of their strengths. This data will be kept in a personal portfolio developed by each certificated staff member. Portfolios may be requested during the formative evaluation phase. The formal classroom evaluation is a part of the formative phase process.

**SUMMATIVE:**

Each certified staff member will have a summative appraisal with the evaluator in the spring of his/her formal classroom evaluation. This formal report will be submitted to the superintendent’s office. It may also be included in the staff member’s portfolio at their discretion.

F. Evaluating the Probationary Teacher

The probationary teacher shall have at least one formative classroom evaluation each semester during his/her probationary status and a summative evaluation during the second semester of each probationary year. The duration of the formal classroom evaluation shall be for a minimum of an instructional period. In addition, the probationary teacher shall satisfactorily complete the other formative processes as required in Definition E. Note: A formative classroom evaluation may require more than 1 class visitation. Every formative classroom evaluation shall include an administrator-teacher conference to review the written content of the evaluation. The summative form shall be forwarded to the superintendent who shall review and place the form in the personnel file maintained in the superintendent’s office. The principal shall maintain the formative/summative evaluations in his/her building personnel files.

### G. Evaluating the Tenured Teacher

The tenured teacher (as defined by state statutes) shall be formally evaluated at least once every three (3) years. The evaluation shall include, as a minimum, at least one formative classroom evaluation for the duration of an instructional period and a summative evaluation during the school year of evaluation. In addition, the tenured teacher shall complete each year the other formative processes as defined in Definition E.

### H. Signature:

All formative and summative evaluation instruments shall be signed and dated by both teacher and evaluator. A copy of all evaluations shall be given to the teacher. The teacher shall have the opportunity to offer a written response to any of the evaluative instruments used.

### I. Intensive Review Procedures:

The procedures for evaluating both the probationary and tenured teacher are minimum requirements. The building administrator may find it necessary as a result of the evaluative process or other reasons(s) to initiate an intensive review process on either a probationary or tenured teacher. A teacher under “intensive review” shall be evaluated in addition to procedural parameters outlined in the policy. The “intensive review” shall include as a minimum written communication to the teacher regarding identified deficiencies, corrective suggestions, and a timeline for implementing corrective suggestions.

### J. Shared Teachers:

Teachers who share time between buildings on a regular daily basis shall be evaluated as follows:

Probationary Teachers – the probationary teacher shall be evaluated as per the procedure by the designated principal of one building with input from the principal of the other building. The designated principal will alternate each year during the probationary period.

Tenured teachers – tenured teachers shall be evaluated as per the procedure by the principal of the building in which the teacher spends the greatest portion of time during the evaluative year.

### K. Department of Education Approval

The district evaluation policies – procedures shall be forwarded to the Department of Education as per Rule 34 – Title 92, of the Nebraska Administrator Code.

Adopted: July 12, 2004  
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