**Probationary teacher/educational specialist formative/summative evaluative**

District Name: Click here to enter text.

**TEACHER/SPECIALIST INFORMATION**

Teacher/Specialist Name Click here to enter text. Grade/Subject: Click here to enter text.

School(s) 1. Click here to enter text. Evaluator: Click here to enter text.

2. Click here to enter text. School Year: Click here to enter text.

3. Click here to enter text. Date of Evaluation: Click here to enter text.

Semester 1 (Formative-Ratings required)

Semester 2 (Summative-Ratings required)

Probationary Year:  One  Two  Three

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| **Part I: Nebraska Effective Practices (see detailed Frameworks rubrics).** Probationary teachers/educational specialists are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or artifacts as may have been collected. | | |
| **EFFECTIVE PRACTICE: (1) Foundational Knowledge.** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement. | | |
| **Evaluator Rating** | **Description** | |
| 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 | | 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 | | 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 | | 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** | | |
| Click here to enter text. | | |

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

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| **EFFECTIVE PRACTICE: (3) The Learning Environment.** The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement. | |
| **Evaluator Rating** | **Description** |
| 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 | The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement. |
| 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 | The teacher fails to create and/or maintain an effective or engaging learning environment. |
| **Evaluator’s Comments** | |
| Click here to enter text. | |

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| **EFFECTIVE PRACTICE: (4) Instructional Strategies.** The teacher uses effective instructional strategies to ensure growth in student achievement. | |
| **Evaluator Rating** | **Description** |
| Exemplary | The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student. |
| Proficient | The teacher regularly uses effective instructional strategies to ensure growth in student achievement. |
| Basic | The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results. |
| Unsatisfactory | The teacher fails to use effective instructional strategies and growth in student achievement is below expectations. |
| **Evaluator’s Comments** | |
| Click here to enter text. | |

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| **EFFECTIVE PRACTICE: (5) Assessment.** The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting. | |
| **Evaluator Rating** | **Description** |
| 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 | 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 | The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently. |
| 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** | |
| Click here to enter text. | |

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| **EFFECTIVE PRACTICE: (6) Professionalism.** The teacher acts as an ethical and responsible member of the professional community. | |
| **Evaluator Rating** | **Description** |
| Exemplary | The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community. |
| Proficient | The teacher consistently models ethical and responsible behavior as a member of the professional community. |
| Basic | The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice. |
| Unsatisfactory | The teacher fails to act in an ethical and/or professionally responsible manner. |
| **Evaluator’s Comments** | |
| Click here to enter text. | |

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| **EFFECTIVE PRACTICE: (7) Vision and Collaboration.** The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement. | |
| **Evaluator Rating** | **Description** |
| 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 | 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 | 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 | 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** | |
| Click here to enter text. | |

**SUMMARY OF EFFECTIVE PRACTICES**

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| **Areas of Strength** |
| Click here to enter text. |

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| **Areas for Development** |
| Click here to enter text. |

Plan for Improvement attached (required for rating of “Basic” or any of the Effective Practices)

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

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| **Additional Comments** |
| Click here to enter text. |

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| **Part II: Student Learning Objectives/Specialist Program Objectives.** For probationary teachers/educational specialists, SLO's/SPO's are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference. Combined rating; attach SLO/SPO template. | | |
| **Evaluator Rating** | **Description** | |
| Exemplary | | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or exceeded in all respects. Students, including those in special populations, show exceptional learning gains, or program elements improved at a level beyond expectations. SLO/SPO design shows exemplary quality and rigor and implementation strategies were executed diligently. The teacher/educational specialist's impact on student learning or program improvement can serve as a model for other faculty. |
| Proficient | | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident. |
| Basic | | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have not been met on an overall basis, although some student achievement growth or program criteria improvement is evident. Growth in student achievement or program improvement is somewhat below expectations. SLO/SPO design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as could be expected. |
| Unsatisfactory | | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out. |
| **Evaluator’s Comments** | | |
| Click here to enter text. | | |

Plan for Improvement attached (required for rating of “Basic”)

Plan for Assistance attached (required for rating of “Unsatisfactory”)

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| **Part III: Individual Professional Development Plan.** (Attach plan) The Individual Professional Development  Plan is evaluated only in Probationary Years 2 and 3. In those years, the IPD Plan is reviewed in the first semester evaluation conference and rated in the second semester evaluation conference. | | |
| **Evaluator Rating** | **Description** | |
| 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 a satisfactory degree. Implementation of the plan has not led to a positive change in job performance. |
| **Evaluator’s Comments** | | |
| Click here to enter text. | | |

Plan for Improvement attached (required for rating of “Basic)

Plan for Assistance attached (required for rating of “Unsatisfactory”)

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| **Part IV: Local District Standards** (Optional) Local standards may be evaluated in either or both semesters. | | |
| **Local District Standards** | **Meets District Standards** | |
| Click here to enter text. | Yes | No |
| ***Add additional Standards below if applicable*** | | |
| Click here to enter text. | Yes | No |
| Click here to enter text. | Yes | No |
| Click here to enter text. | Yes | No |

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| **Overall Rating for Local District Standards Meets Districts Standards** | |
| Yes | No |
| **Evaluator’ Comments** | |
| Click here to enter text. | |

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| **Part V: Overall Rating** - An overall rating is provided in the second semester conference only for probationary teachers/specialists. | | |
| **Evaluator Rating** | **Description** | |
| 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 | | 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 | | 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 | | 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. |

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| **Evaluator’s Comments** |
| **Areas of Strength** |
| Click here to enter text. |
| **Areas for Development** |
| Click here to enter text. |

Plan for Improvement attached (required for Overall rating of “Basic”)

Plan for Assistance attached (required for rating for Overall rating of “Unsatisfactory”)

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| **Additional Comments** |
| Click here to enter text. |

**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 VI: Attachments (attach the following items)**

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

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| **Part VII: Record of Evaluation Activities (Probationary Years)** | | | |
| **Activity** | **Date** | **Principal/Administrator Signature** | **Evaluator Signature** |
| Orientation |  |  |  |
| Annual Self-Assessment Completed and Submitted (Optional) |  |  |  |
| Student Learning Objectives/Specialist Program Objectives Approval |  |  |  |
| Individual Professional Development Plan Approval |  |  |  |
| Dates of Observation |  |  |  |
| Formal Observation (Semester 1) |  |  |  |
| Formal Observation (Semester 2) |  |  |  |
| **Other Observations** | | | |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| **Dates of Observation Conferences** | | | |
| 1. |  |  |  |
| 2. |  |  |  |
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| **SLO/SPO Review Conference** |  |  |  |
| **SLP/SPO Summative Conference** |  |  |  |
| **IPD Plan Review Conference** |  |  |  |
| **Semester 1 (Formative) Evaluation Conference** |  |  |  |
| **Semester 2 (Summative) Evaluation Conference** |  |  |  |