

|| TEACHER/EDUCATIONAL SPECIALIST EVALUATION POLICY

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

- A. Purposes.** The Board recognizes two major purposes for the evaluation of the performance of teachers and educational specialists, to:
1. Assist teachers and educational specialists in increasing their professional effectiveness in order to improve teaching, learning, and leadership in the district's schools.
 2. Assess the performance of teachers and educational specialists so that the Board may make employment decisions as provided in state law.
- B. Applicability** This policy is applicable to the following categories of certificated employees:
1. Teachers, defined as those certificated employees whose primary assignment is the direct teaching of students.
 2. Educational specialists, defined as certificated employees whose primary assignment is to provide instructional support or special services to teachers and students and whose job assignment requires a Nebraska teaching or special services certificate. This category includes, but is not limited to, instructional support teachers, library-media specialists, technology coordinators, curriculum coordinators, school activity coordinators, guidance counselors, speech/language therapists, physical and occupational therapists, and certificated school nurses.

Administrators, defined as those employees whose primary assignment requires them to hold a Nebraska Administrative and Supervisory Certificate, are not covered by this policy.

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

1. **Evaluation Cycle.** The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle of probationary teachers/educational specialists shall be one school year. The evaluation cycle for permanent (tenured) teachers/educational specialists covered by this policy may be up to three school years.
2. **Formative Evaluation.** Formative evaluation takes place at specified points within the evaluation cycle prior to the summative evaluation and includes the rating of some components of the evaluation process and may include a non-summative review of other components. See Appendix I: *Evaluation Procedures Sequence*.
3. **Summative Evaluation.** Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
4. **Formal Observation.** The formal observation of a teacher or educational specialist shall include: (1) advance notice to the employee of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full instructional period in the case of probationary employees and for a duration determined by the observer in the case of permanent employees; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.

5. Informal Observation. Informal observations are less than a full instructional period in duration, but somewhat longer than a walk-through observation. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the employee, but a formal post-conference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement.
6. Walk-through Observation. 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. Such observations are generally unannounced and do not include a conference or require a written report. Brief oral or written feedback to the employee may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.
7. Full instructional period. For the purpose of required classroom observation of probationary teachers, a full instructional period shall be defined as the full duration of the class or subject period in which the observation takes place. For probationary educational specialists, the duration of the observation should be the equivalent of a typical instructional period as listed on the normal daily schedule of the school.
8. 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 following instructional framework: _____ (Charlotte Danielson's *Framework for Teaching*, or Robert Marzano's *Causal Teacher Evaluation Model*.)
9. Student Learning Objectives/Specialist Program Objectives. Student Learning Objectives/Specialist Program Objectives are collaboratively developed student achievement or program improvement goals that can be measured with a variety of assessments, not just standardized tests. For purposes of teacher and educational specialist evaluation, student achievement and program performance results shall be assessed through the use of Student Learning Objectives or Specialist Program Objectives. In collaboration with his/her evaluator, each teacher or educational specialist

shall develop one or more Student Learning Objectives or Specialist Program Objectives each school year. The teacher/educational specialist will receive an annual evaluation rating based on his/her implementation of strategies designed to achieve these objectives and his/her results in achieving the objectives.

10. Individual Professional Development Plan. An Individual Professional Development Plan consists of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. On an annual basis, each teacher/educational specialist shall develop an Individual Professional Development Plan based on the results of his/her most current evaluation. The Plan is to be developed in collaboration with his/her evaluator. The teacher/educational specialist will receive an evaluation rating each year based on his/her success in implementing the professional development strategies and achieving the goals.
11. Student Perception Data. The term “student perception data” as used in this policy consists of information gathered from students through surveys or other approved means about teaching or other professional practices. Except as noted below, student perception data shall be collected at least once during each evaluation cycle for each teacher/educational specialist. For some educational specialists, perception data gathered from other stakeholders, such as teachers, support staff, or parents, may be more relevant than student perception data for evaluation. The teacher/educational specialist will not receive an evaluation rating based on the perception data, but the results will provide data to assist the evaluator and teacher/educational specialist in identifying areas of strength and areas needing professional improvement.
12. Primary and Complementary Evaluators. All evaluators of teachers and educational specialists employed by the district shall be certificated administrators. The primary evaluator for each teacher/educational specialist is that employee’s principal. In the case of teachers/educational specialists who are supervised by more than one principal, the Superintendent shall designate one principal as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant principals or district-level administrators, who have been designated to assist the primary evaluator.

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

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

1. **Teacher/Educational Specialist Practice.** Teacher practice will be evaluated based on the Effective Practices cited in the *Nebraska Teacher Performance Framework*. In order to develop appropriate evaluative criteria for educational specialists, The Superintendent shall review the *Nebraska Framework’s* Effective Practices and propose for the Board’s adoption such additions, deletions, or revisions as are necessary.

2. **Classroom Practice.** The analysis of classroom practice for teachers shall be based on the district's chosen instructional framework. The Superintendent shall designate (Charlotte Danielson's *Framework for Teaching* or Robert Marzano's *Causal Evaluation Model*) as the district's instructional framework. The analysis of practice for educational specialists shall be based on specialist rubrics developed or approved by the Superintendent. The results of the assessment of classroom or educational specialist practice shall comprise data for the evaluative ratings within the *Nebraska Framework's Effective Practices*.
3. **Student Achievement/Program Performance.** Student achievement or program performance shall be evaluated using Student Learning Objectives or Specialist Program Objectives, as appropriate. The Superintendent shall develop or adopt appropriate rubrics to assess teacher/educational specialist performance on such objectives.
4. **Professional Development.** Professional development of teachers/educational specialists shall be evaluated through an annual rating of the employee's Individual Professional Development Plan. The Superintendent shall develop or adopt appropriate rubrics to assess performance on such plans.
5. **(Optional). Local Standards.** The Superintendent may propose to the Board for adoption such local standards for teachers/educational specialists as may be appropriate.
6. **Overall Performance.** Based on the criteria above, an overall performance rating shall be determined by the evaluator of each teacher/educational specialist as part of the employee's summative evaluation.

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

1. **Exemplary:** In the judgment of the evaluator 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.
2. **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.
3. **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.”
4. **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.

F. EVALUATION PROCEDURES

1. **Annual Notice.** The Superintendent shall annually ensure that teacher/educational specialists are made aware of the evaluation policy and procedures in writing by including it in the faculty Handbook or other notice to employees.
2. **Evaluation Cycle/Sequence of Evaluation Activities.** *A Teacher/Educational Specialist Evaluation Procedures Sequence* is included as an Appendix to this policy.
 - (a) **Probationary Teachers/Educational Specialists.** Teachers and educational specialists in probationary status shall have an annual evaluation cycle consisting of a formative evaluation during the first

semester and a summative evaluation during the second semester. Each semester's evaluation shall include at least one formal observation for a full instructional period as described in this policy and ratings based on the Nebraska Effective Practices and the district's local standards. In addition, the summative evaluation (second semester) shall include ratings on Student Learning Objectives/Specialist Program Objectives performance and, in the second probationary year and subsequently, a rating on Individual Professional Development Plan performance as well as an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.

(b) Permanent (Tenured) Teachers/Educational Specialists. Teachers and educational specialists in permanent status may have up to a three-year summative evaluation cycle as determined by their evaluator. If the employee's performance warrants, the evaluator can return the teacher/specialist to an annual or more frequent summative evaluation cycle at any point in the evaluation cycle. A three-year evaluation cycle shall include two years of annual formative evaluations and one year of summative evaluation. The formative years shall include informal/walk-through observations with the number and duration of observations to be determined by the evaluator, a rating on Student Learning Objectives/Specialist Program Objectives performance, a rating on Individual Professional Development Plan performance, and a rating on the district's local standards, if applicable. The summative year shall include, in addition to the ratings described above, at least one formal observation and conference with the duration of the observation to be determined by the evaluator, ratings on the Nebraska Effective Practices, and an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.

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

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

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

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

(c) **Student perception data.** At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of student perception via a student survey, which may be developed by the district or other entities. **For some**

educational specialists, perception data gathered from other stakeholders, such as teachers, support staff, or parents, may be more relevant than student perception data for evaluation and may be used in place of student perception data. The Superintendent shall approve the specific surveys to be administered and shall approve the procedures for administration of the student surveys. The size and composition of the sample shall be determined by the evaluator after consultation with the teacher/educational specialist. Survey procedures must ensure the privacy and confidentiality of student responses and the results of the survey shall remain confidential as part of the teacher/educational specialist's employee record. The teacher/educational specialist will not be rated on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development.

(d) **Student achievement/program performance data.** On an annual basis, teachers and educational specialists shall develop and implement either a Student Learning Objectives (SLO) plan or, if student achievement is not an appropriate measure of a specialist's performance, a Specialist Program Objectives (SPO) plan. For the 2013-14 school year, each teacher/educational specialist participating in the Nebraska Evaluation Model Pilot Project shall develop and implement **one** Student Learning Objective or Special Program Objective during the second semester. For subsequent years, each teacher/educational specialist shall develop and implement **two** Student Learning Objectives or Special Program Objectives for the school year. The Superintendent shall develop procedures for creating, implementing, and evaluating SLO's and SPO's and shall ensure that all teachers and evaluators have received training in the SLO/SPO process. The evaluation of SLO's/SPO's shall include an assessment of the quality and rigor of the objective, the implementation of strategies designed to achieve the objective, and the achievement results.

(e) **Evidence of professional development.** On an annual basis, teachers and educational specialists shall develop and implement an Individual Professional Development Plan (IPD Plan) based on the results of the employee's most recent summative evaluation. The rationale for this component is that the professional development goals and activities should arise out of professional development

needs identified during the evaluation process and which are closely linked to the evaluation process. The development of an Individual Professional Development Plan directly linked to the summative evaluation, does not preclude the existence of school wide professional development activities in which teachers and educational specialists are expected to participate or the creation specific individual professional development goals and activities that are not a formal part of the evaluation process.

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

The Superintendent shall develop procedures for creating, implementing, and evaluating IPD Plans and shall ensure that all teachers and evaluators have received training in the IPD Plan process. The evaluation of the IPD Plan shall include an assessment of the quality and rigor of the professional development goals, the implementation of strategies designed to achieve the goals, and the achievement results.

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

4. **Conferences and Reports.** The Board encourages frequent conferences and the sharing of both oral and written feedback between teachers/educational specialists and evaluators. Formal observations require a pre-conference, post-conference, and written observation report; informal observations require some type of oral or written feedback but not a full post-conference and report, and walk-through observations do not require feedback. A conference and written report is required if specific deficiencies are noted in any observation. Conferences to review progress on Student Learning Objectives/Specialist Program Objectives and conferences to review progress on each teacher/educational specialist's Individual Professional Development Plan should be held at intervals throughout the year. The *Procedures Sequence* (Appendix I) suggests appropriate times for these.

For probationary teachers/educational specialists, a formative evaluation conference and the completion of the formative evaluation document shall be held at the end of the first semester of each probationary year. A summative evaluation conference and completion of the summative evaluation document shall be held during the second semester of each probationary year. For permanent teachers/educational specialists, formative evaluation conferences and the completion of the formative evaluation document shall be held at the end of each formative evaluation year; a summative evaluation conference and the completion of the summative evaluation document shall be held during the second semester of the summative evaluation year.

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

5. **Procedures for addressing deficiencies in performance.** If deficiencies are noted in any observation, the evaluator is to provide the teacher/educational specialist at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvement shall be provided orally and in writing by the evaluator following the observation and a copy of this report shall be retained as part of the employee's evaluation file. The teacher/educational specialist shall acknowledge receipt of the evaluator's report.

A rating of “Basic” in any component of a teacher/educational specialist’s formative or summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of “Basic,” provide suggestions for improvement, and a timeline for implementing such suggestions. The Plan shall be reviewed by the teacher/educational specialist and the evaluator at least once per semester. An overall rating of “Basic” on the summative evaluation will require that the teacher/educational specialist be placed on an annual summative evaluation cycle.

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

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

6. **Written response.** Teachers/educational specialists may submit a written response to any formative or summative evaluation document, observation report, or any other written report that has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.
7. **Training of Evaluators.** All of the district’s evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive training prior to participating in evaluations.

8. **Development and revision of documents.** The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.

G. **APPENDICES**

Appendix I: Teacher/Educational Specialist Evaluation Procedures Sequence

Appendix II: NDE Certificated Employee Evaluation Policies and Procedures Checklist

APPENDIX I

TEACHER/EDUCATIONAL SPECIALIST EVALUATION PROCEDURES SEQUENCE

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

PROBATIONARY TEACHERS (One-Year Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices (optional) • Student Learning Objectives (SLO) development (conference with principal) • Individual Professional Development Plan (IPD Plan) review (Years 2 and 3) • Formal classroom observation (minimum of one observation for a full instructional period) based on district’s instructional framework; multiple informal and walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • First semester formative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on seven Effective Practices. ○ Review progress on SLO’s. ○ Review IDP Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Complete formative evaluation document. • Plan for Improvement/Plan of Assistance (if applicable) 	<ul style="list-style-type: none"> • Formal classroom observation (minimum of one observation for full instructional period) based on instructional framework; multiple informal/walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Collect student perception data • Self-assessment/reflection summary (optional) • Second semester summative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on seven Effective Practices. ○ Rating on Student Learning Objectives. ○ Rating on IPD Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Overall rating for year ○ Complete summative evaluation document. • Develop Individual Professional Development Plan for upcoming year. • Plan for Improvement/Plan of Assistance (if applicable)

TENURED TEACHER FORMATIVE YEAR (S)	TENURED TEACHER SUMMATIVE YEAR
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices (optional) • Student Learning Objectives (SLO) development (conference with principal) • Review of Individual Professional Development Plan (from prior year) • Informal/walk-through classroom observations based on district’s instructional framework (length determined by evaluator). • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • Mid-year review of SLO progress and Individual Professional Development Plan. • Self-assessment/reflective summary (optional) • End-Year Formative Evaluation and conference: <ul style="list-style-type: none"> ○ Rating on Student Learning Objectives. ○ Rating on Individual Professional Development Plan. ○ Rating or review of local standards (optional) ○ No overall rating. ○ Complete formative evaluation document. • Plan for Improvement/Plan of Assistance (if applicable) • Develop/revise Individual Professional Development Plan for next year. • If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices (optional) • Student Learning Objectives (SLO) development (conference with principal) • Review of Individual Professional Development Plan (from prior year) • Formal classroom observation based on district’s instructional framework (at least one with conference required; length of observation determined by evaluator); multiple informal/walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • Mid-year review of SLO progress and Individual Professional Development Plan. • Collect student perception data • Self-assessment/reflective summary (optional) • End-Year Summative Evaluation and conference: <ul style="list-style-type: none"> ○ Ratings on seven Effective Practices ○ Rating on Student Learning Objectives. ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. • Plan for Improvement/Plan of Assistance (if applicable) • Develop/revise Individual Professional Development Plan for next year. • Continue multi-year cycle or move to more frequent summative cycle if performance warrants.

APPENDIX II: NDE CERTIFICATED EMPLOYEE EVALUATION POLICIES AND PROCEDURES CHECKLIST

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

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

6. Written response. Teachers/educational specialists may submit a written response to any formative or summative evaluation document, observation report, or any other written report that has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.