**|| TEACHER/EDUCATIONAL SPECIALIST EVALUATION**

District Name:

Educator Name:

School(s):

Grade/Subject:

Evaluator:

School Year:

Rubrics aligned to each indicator in the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

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| **STANDARD: (1) Planning and Preparation.** The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals. | |
| Evaluator | Description |
| Highly Effective | The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement. |
| Effective | The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement. |
| Developing | The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities. |
| Ineffective | The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities. |
| **Comments:** | |
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| **STANDARD: (2) The Learning Environment.** The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social emotional development, and academic growth and achievement. | |
| Evaluator | Description |
| Highly Effective | The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement. |
| Effective | The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement. |
| Developing | The teacher struggles to create and maintain an effective learning environment, but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement. |
| Ineffective | The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement. |
| **Comments:** | |
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| **STANDARD: (3) Instructional Strategies.** The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement. | |
| Evaluator | Description |
| Highly Effective | The teacher uses highly effective instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student. |
| Effective | The teacher consistently uses effective instructional strategies that result in continuous growth in learning for each student. |
| Developing | The teacher demonstrates limited knowledge of effective instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student. |
| Ineffective | The teacher displays a very limited knowledge of effective instructional strategies, and/or fails to utilize them to ensure continuous growth in learning for each student. |
| **Comments:** | |
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| **STANDARD: (4) Assessment.** The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting. | |
| Evaluator | Description |
| Highly Effective | The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting. |
| Effective | The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting. |
| Developing | The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress. |
| Ineffective | The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress. |
| **Comments:** | |
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| **STANDARD: (5) Professionalism.** The teacher exhibits a commitment to professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession. | |
| Evaluator | Description |
| Highly Effective | The teacher demonstrates a commitment to professional practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community. |
| Effective | The teacher consistently demonstrates a commitment to professional practice to support student and self-learning as a member of the professional community. |
| Developing | The teacher inconsistently demonstrates the level of professional practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning. |
| Ineffective | The teacher fails to demonstrate the level of professional practice necessary for a member of this professional community. |
| **Comments:** | |
| Click here to enter text | |

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| **Additional District Standards** | |
| Evaluator | Description |
| Highly Effective | Click here to enter text |
| Effective | Click here to enter text |
| Developing | Click here to enter text |
| Ineffective | Click here to enter text |
| **Comments:** | |
| Click here to enter text | |

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| Meets District Standards as per Locally Adopted Requirements | |
| Yes | No |

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

*Plan for Improvement* and *Plan of Assistance* forms can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Plan for Improvement

Plan of Assistance

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within       days of receipt.

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Educator Signature: Date:

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Evaluator Signature: Date:

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| Written Response to Evaluation Report by Educator |
| Click here to enter text |