

Policy 4124: Evaluation Certified Staff

Also See Policy 2224

Philosophy:

Effective evaluation is an essential part of the success of the total instructional program. Effective evaluation should be a continuous process, which relates directly to on-the-job performance. Effective evaluation should be a cooperative effort among the board of education, administration and certificated staff. All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter.

Purpose:

The primary purpose of certificated evaluation is the improvement of the teacher's classroom instruction. More specifically, it is to:

1. Provide the certificated staff with objective feedback on his/her instructional practices.
2. Diagnose instructional problems and provide constructive suggestions for improvement.
3. Assist the certificated staff to develop skills in using instructional strategies.
4. Evaluate the certificated staff to serve as an appropriate data base for objective decision making regarding promotion, recognition, retention, and dismissal of professional staff.
5. To comply with Nebraska State law.

The Standards:

The district shall employ instruments and/or forms in the evaluation of its certified staff that have been approved by the Board of Education. The professional staff shall be evaluated on standards, which are tied to the district's instructional goals, and include the areas of:

1. Instructional performance
2. Classroom organization and management
3. Professional conduct;
4. Personal conduct.

Professional training shall be provided to evaluators that will assist them in providing a meaningful, accurate, and consistent evaluation process. The superintendent shall see that administrators meet each year to review the evaluation process. Training may also take the form of attendance at regional, state or national workshops, or any other method approved by the superintendent.

1. All evaluators shall have a valid Nebraska Administrative Certificate.

2. The evaluation process will be presented annually in writing by the building principal to those to be evaluated.
3. Probationary certified teachers shall be formally observed three times each semester and evaluated once each semester.

Formal evaluations for probationary and tenured certificated staff shall be prepared and documented in the following manner:

1. Based upon the observation(s) and other relevant information, the evaluator shall prepare a written evaluation report.
2. The evaluation report shall provide for written communication to the evaluated staff member enumerating:
 - a. Noted deficiencies
 - b. Specific means for the correction of the noted deficiencies
 - c. An adequate timeline for implementing the concrete suggestions for improvement.
3. The process shall provide for the certificated staff to offer a written response to the evaluation.
4. Instructional Period/Actual Classroom Observation Defined
 - a. **Instructional Period-** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.
 - b. **Actual Classroom Observation-** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Administrative Guidelines for Policy 4124

Probationary teachers:

1. All probationary certificated staff will have a minimum of six classroom observations (three each semester) lasting one instructional period.
2. One observation can be announced.
3. A pre-observation conference with goal setting will be conducted prior to the observation period.

Tenured Teachers:

1. Tenured certificated staff will have a minimum of three classroom observation every three years lasting one instructional period. (Can be done annually if deficiencies are observed)
2. One observation can be announced.
3. A pre and post observation conference may be requested by either the certificated staff or the administrator.

All Teachers:

1. A formative evaluation will be completed upon each observation.
2. A summative evaluation will be completed at the end of each evaluation period with the formative evaluation(s) being part and partial of the summative
3. Will have the evaluation procedure communicated to those being evaluated
4. Will write two goals related to instruction and how each goal will be assessed. A goal setting conference will occur prior to the observation process.
5. Staff being evaluated should use the comment section for expressing issues relating to the observation.

Intensive improvement plan:

A tenured certificated staff receiving an unsatisfactory rating in any of the areas of the formative or summative evaluation may be placed on an intensive improvement plan.

The intensive improvement plan should: 1) identify all noted deficiencies, 2) identify specific means for the correction of the noted deficiencies, and 3) provide a timeline for implementing the concrete suggestions for improvement.

Formative and Summative Evaluations:

Formative and summative are two areas that are difficult to separate. The terms formative and summative are considered in this discussion as:

1. Formative evaluation has been given the qualities associated with supervision and in turn improvement of teacher performance. Coaching is a process that describes the administrator teacher relationship during the formative evaluation.
2. Summative evaluation has been given the qualities more closely related to the traditional term evaluation and the decisions relative to how good the teacher/ certificated staff teaches or the teacher/ certificated staff meets teaching standards. Judging and assessing are the key verbs that describe the relationship that an administrator and teacher/ certificated staff have through the summative process.

Reference to this policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted 12/3/98

Reviewed 5.11.2009

Revised 1.14.2013

Revised 10/19/15