

**4030**  
**Evaluation of Certificated Employees**

The Board of Education acknowledges the need for the continuing evaluation of the performance of teachers and educational specialists employed by Pawnee City 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 principals and school/district administrators, to:
1. Assist principals and school/district administrators 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.
  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. Formative evaluations may include:
    - (a) 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 postconference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or email exchange would suffice to meet this requirement.

- (b) 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.
3. Summative Evaluation. All certificated employees receive summative evaluations for each evaluation cycle. Summative evaluation takes place no later than the end of the evaluation cycle and includes the assessment of all components of the evaluation indicated on the "Pawnee City Public Schools Comprehensive Teacher Evaluation Form."
  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. Full 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.
  6. 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.
  7. 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: "Robert Marzano's Causal Teacher Evaluation Model."

8. 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.
  9. 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. Evaluation 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 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. 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) 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) 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.

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 "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.

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.

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