

Certificated Employee Evaluation

Board Policy 4150 and Administrative Regulation 4150A

Introduction	pg.1
Criteria for Evaluation and Remediation for Classroom Personnel	pg. 4
Evaluation Process.....	pg. 6
Training of Evaluators	pg. 12
The Written Evaluation	pg. 13
Performance Rubric.....	pg. 14

Personnel – Certificated EmployeesEvaluation

Teaching is the most important element in a sound educational program. Appraisals of teachers' performance of duty, competence, and professional conduct shall be made.

Appraisal of teaching service should serve these purposes.

1. To raise the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The Administration, with input from the Teachers, shall develop effective evaluation procedures and instruments. Teachers and Administrators shall have the responsibility for the maintenance of professional standards and attitudes regarding the evaluation process.

All certified staff is involved in the evaluation process. Non-classroom certified staff is also to be evaluated through a cooperative process.

Therefore, the Board delegates to the Administration the responsibility of developing, organizing and implementing a system-wide program for evaluating certificated staff and the instructional process.

Neb. Rev. Stat. §79-828 (Evaluation of Probationary Teachers)

NDE Rule 10 (Filing of Evaluation Instrument)

Adopted: August 30, 2006

Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011,

Revised: Sept. 12, 2011

Reviewed: Dec. 12, 2011

Revised: Apr. 8, 2013

Reviewed: Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022.

Revised: Sept. 11, 2023

Reviewed: Mar. 18, 2024

TEACHER EVALUATION PROGRAM

I. INTRODUCTION

A. General

Plattsmouth Community School District works in partnership to ensure academic achievement, responsible behavior, and civic engagement. In support of this mission, the Board of Education views teacher performance evaluation as an integral part of the learning cycle and a critical element for the attainment of the district's educational goals.

In addition, the Board of Education is committed to establishing an evaluation process that provides the basis for continued employment with the school district in compliance with Nebraska Revised Statute §79-828 and NDE Rule 10. The responsibility for the development of procedures for evaluation of teachers shall rest with the Superintendent of Schools. While committed to establishing and implementing a process for evaluating teacher performance, the Board of Education and the administration reserve the right to take immediate and appropriate disciplinary action against any teacher found to be in violation of state or federal law and/or school board policy.

B. The Purpose of Evaluation

The Superintendent of Schools shall delegate the responsibility for the teacher performance evaluation process to the administrator in charge of the operating unit, hereafter referred to in this policy as the evaluator and/or building administrator. The Superintendent may, in the Superintendent's discretion, assign a different or additional administrator to be the evaluator or conduct evaluations of an individual teacher.

The teacher performance evaluation process shall:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as the measurement of satisfactory performance for individual teachers and serve as documentation for unsatisfactory performance;
- Serve as a measurement of the professional growth and development of teachers, and
- Serve as a measurement of the level of performance of teachers using the Performance Observation Record for the four teacher performance domains.

C. Definitions

For purposes of this policy, the following terms are defined below:

1. "Probationary Teachers" – has the same meaning as the phrase "probationary certificated employee" is defined in Nebraska Revised Statute §79-824(3) except for purposes here does not include administrators; generally means a teacher who has served under a contract with Plattsmouth Community Schools for less than three successive school years.
2. "Teacher" – has the same meaning as the term "teacher" is defined in Nebraska Revised Statute §79-101(9); generally means any person who is regularly employed for the instruction of students and who holds a teacher's certificate issued pursuant to the provisions of Nebraska Revised Statute §79-101 and Nebraska Department of Education Rule 10. "Teacher" does not include persons holding administrative or nursing positions or the chief administrative officer of the school district.
3. Administrator: an individual holding a supervisory administrative certificate in the state of Nebraska whose position falls under the definition of "Administration" in Policy 4101 and who has been trained in the District's evaluation process.

4. Evaluator: individuals who hold a Nebraska administrative certificate and have received the required training in the District's evaluation process.
5. "Evaluation Process" – the process designed to improve teaching performance and enhance student learning, in which a teacher is observed, provided feedback, and given written evaluation.
6. "Directed Improvement Plan" – an administrator-directed approach within the evaluation process to assist a teacher who is rated unsatisfactory in any domain.
7. "Remediation Process" – the method used to address the teaching performance of a teacher who has been identified as performing unsatisfactorily and whose performance has not sufficiently improved as a result of the Directed Improvement Plan.
8. "Performance Domain" – is the distinct aspect of teaching or realm of activities identified that forms the basis for the evaluation of a teacher.
9. "Summative Evaluation" – is a summary evaluation for a period of time that compiles the evaluator's observations during formative evaluation(s) with other sources of information, resulting in an evaluation of overall performance of the teacher.

D. Evaluation Plans

There shall be alternate plans for teacher performance evaluation for the purpose of recognizing the differences in evaluation for probationary teachers and satisfactorily performing veteran teachers. The following evaluation plans shall be used to assess teacher performance:

Plan I – Standard Model for Performance Evaluation

This plan is designed for the probationary teacher and teachers new to a building. Plan I can also be used at the discretion of evaluators for non-probationary teachers. The plan assesses teacher performance with a prescribed set of criteria, including but not limited to: goal setting, self-evaluation, teacher observations, feedback, and collaborative planning for improvement. The plan focuses on teacher performance as it impacts student learning, student achievement and student behaviors.

Plan II – Goal-Setting Model for Performance Evaluation

Alternative for non-probationary teachers:

The following shall be an alternative plan for teacher evaluation for the purpose of recognizing the differences in evaluation between probationary teachers and satisfactorily performing non-probationary teachers. A teacher or evaluator may exercise the option of returning to a Plan I process by the last day of the first semester of the school year.

The Plan II process is an alternative to Plan I and is intended to be teacher-directed in collaboration with the evaluator. It is not intended to be an addition to the comprehensive process of Plan I. This plan encourages the professional evaluatee and evaluator to collaboratively develop a unique plan based on a professional goal to increase student learning. The plan is guided by a professional goal and specific action plan(s). It culminates with a self-evaluation of the success of the plan, an evaluator's summary, and a plan for growth or improvement. Through the process, teachers are encouraged to take risks, be flexible, and try new ideas to enhance student achievement.

In this process, the Observation Record will serve as the guide for all conferences and observations. The alternative evaluation process will result in a written evaluation report document, which includes the cover sheet required to assure compliance with Nebraska statute. It

will be the responsibility of the evaluator to assure that all four domains of this policy are generally addressed in this report document.

E. Evaluation Cycle

Probationary teachers shall be observed and evaluated at least once each semester in accordance with state law. As part of the evaluation plans identified above, probationary teachers must have a minimum of two (2) observations each year and one (1) summative evaluation each year that results in a written evaluation report. Non-probationary teachers must receive at least one (1) observation each year and one evaluation that results in a written summative evaluation report each year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

The evaluation cycle and process, to the extent it exceeds the minimum required by law, is to be at the sole discretion of the evaluator. A failure to complete observations and evaluations within the designated cycle or in the manner directed by this policy shall not relieve the teacher of the responsibility to meet the standards of each performance domain, but will be addressed in evaluating the performance of the evaluator

II. CRITERIA FOR EVALUATION AND REMEDIATION FOR CLASSROOM TEACHING PERSONNEL

A. General

Four performance domains are used for evaluation and remediation of a teacher. The four domains are listed in paragraph B of this section and are further defined in the teacher Performance Observation Record. The Performance Observation Record describes the performance areas and clearly defines the performance standards required to demonstrate satisfactory/proficient performance. The Summative Teacher Evaluation Form provides documentation of the teacher's level of performance.

Any performance area evaluated as unsatisfactory must be documented according to the evaluation criteria specifically identified in the Performance Observation Record, which defines the particular performance domain(s). The evaluator may add indicators, which further explain competency.

Data sources for evaluation reports may include direct observation, anecdotal information, multiple measures of student learning outcomes, and may include but are not limited to the following:

- Discussions/conferences with teacher
- Participation in committee and staff meetings
- Review of materials and resources used
- Review of student assignments and student work
- Parent, student, and/or peer feedback
- Physical appearance of the classroom
- Disciplinary referrals
- Review of lesson plans and curricular scope/sequence
- Review of assessment tools/measures
- Documentation of professional growth experiences
- Documentation of policy/procedure compliance

B. Performance Domains

The Performance Domains describe the identified areas of performance expectations used for teacher evaluation. The components of the Performance Domains listed below consist of broad evaluative statements, which are more fully defined in the Performance Observation Record used to identify specific performance levels.

1. Performance Domain 1: Planning and Preparation

The components in Domain 1: Planning & Preparation describe how teachers organize instruction for student learning. It is difficult to overstate the importance of planning and preparation. One could argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to prepare for learning activities such that students learn important content and develop skills, mindsets, and habits to be successful in school and beyond.

- 1a. Applying Knowledge of Content and Pedagogy
- 1b. Knowing and Valuing Students
- 1c. Setting Instructional Outcomes
- 1d. Using Resources Effectively
- 1e. Planning Coherent Instruction
- 1f. Designing and Analyzing Assessments

2. Performance Domain 2: Learning Environments

The components of Domain 2: Learning Environments describe conditions and qualities of environments that are conducive to learning and support student success. These aspects of teaching are not associated with the learning of any particular content but rather support the understanding of all content and attend to the social-emotional needs of students. The components of Domain 2 center on establishing a safe and respectful classroom environment and require explicit attention and responsiveness to the individual identities of students, such as race and culture, and the values of the broader community the school serves. Fostering an inviting culture for learning that focuses on student wellbeing, encourages academic risk-taking, and promotes habits and mindsets that support student success is the ultimate goal of these components.

- 2a. Cultivating Respectful and Affirming Environments
- 2b. Fostering a Culture for Learning
- 2c. Maintaining Purposeful Environments
- 2d. Supporting Positive Student Behavior
- 2e. Organizing Spaces for Learning

3. Performance Domain 3: Learning Experiences

The components of Domain 3: Learning Experiences describe the engagement of students in learning experiences and reflect the primary mission of schools: enhancing student learning and growth. These components are unified through a vision of students developing complex understanding, achieving goals, cultivating purpose, and participating in a community of learners. The components of the other domains provide a foundation for purposeful, engaging, and successful learning experiences. In many ways, success in Domain 3 is the direct result of success in Domains 1 and 2 in particular. Teachers prepare experiences that are grounded in deep understanding of the content, aligned with appropriate standards, designed to engage students in important work, and planned or adapted with the goals, strengths, needs, and lives of each student in mind. Learning experiences can only be consistently successful for each student when the environment, nurtured by the teacher in collaboration with students, is a space where students are affirmed and challenged.

- 3a. Communicating about Purpose and Content

- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessments for Learning
- 3e. Responding Flexibly to Student Needs

4. Performance Domain 4: Principled Teaching

The components of Domain 4: Principled Teaching capture and reflect the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. These activities are critical to preserving and enhancing the profession and to the success of students. Teaching is a purpose-driven profession. It is a calling. Those who take up the work have a lasting and profound impact on the lives of students. Their purpose, and the purpose of education more broadly, is not solely to impart academic knowledge; it is the intellectual and moral development of human beings who will themselves flourish and help create a just society.

- 4a. Engaging in Reflective Practice
- 4b. Documenting Student Progress
- 4c. Engaging Families and Communities
- 4d. Contributing to School Community and Culture
- 4e. Growing and Developing Professionally
- 4f. Acting in Service of Students

C. Performance Criteria for Teachers Assigned to Other Than Regular Classroom Teaching Responsibilities.

Teachers who are assigned to other than regular classroom responsibilities include counselors, media specialists, some special education personnel, and teachers on special assignment. In some cases, these duties are assigned on a full-time basis. In other cases, the duties are part-time in conjunction with a part-time teaching assignment.

Assignments of this nature require that the evaluator and the superintendent determine a job description appropriate to the position. Such job descriptions must be approved by, and be on file in, the superintendent's office. The criteria for evaluation of such staff will be directly related to elements of the agreed job description. Where the staff member serves as both a classroom teacher and in another capacity, the criteria for evaluation will include the teacher performance domains as well as others related to the job description as appropriate.

III. EVALUATION PROCESS

A. Definitions

The following definitions shall be used for purposes of clarity in this policy only:

1. Formal Observation Process: an optional pre-observation conference, a formal observation, and a post-observation conference between the evaluator and the teacher.
2. Pre-Observation Conference: a meeting between the evaluator and the teacher to be held prior to a formal observation. The intent of this conference is to discuss the lesson to be observed and other related topics as appropriate.
3. Formal Observation: an evaluator observing a teacher's performance for at least 30 minutes and creating a record of matters observed, and an analysis of the activity(s) observed and recorded. Further, the length of the formal observation shall be at least the duration of one (1) complete instructional period lesson of at least 30 minutes.
4. Post-Observation Conference: a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator's judgments of the teacher's performance based on the formal observation.
5. Informal Observation: those unscheduled observations of a teacher that may take place as an evaluator walks through a classroom, helps a student, or just "drops in" the teacher's classroom for a few minutes, or otherwise observes a teacher in an interaction with others, or other conduct which has a bearing on that teacher's performance of professional duties.
6. Formative Evaluation Report: a report given to probationary teachers that is intended to provide feedback to assist the teacher in growing and/or improving the skills of being an effective teacher.
7. Summative Evaluation Report: a report given to a teacher that shall include the evaluator's conclusions regarding the overall quality and level of performance of the teacher being evaluated during a particular period of time.
8. Growth Plan – for teachers with emerging, proficient, or distinguished performance in all domains.

9. Directed Improvement Plan – a plan written when the teacher’s performance is unsatisfactory in one or more domains.
10. Remediation – process used when a deficiency must be corrected to prevent eminent termination or cancellation of a contract.
11. Off-Cycle Observation: a scheduled or unscheduled observation of a non-probationary teacher of at least thirty (30) minutes in length or the length of a complete lesson. This observation will take place during a teacher’s non-evaluation year.
12. Unsatisfactory Performance: For purpose of this policy “Unsatisfactory Performance” shall be defined as one or more of the elements within any one of the four domains rated unsatisfactory. Deficient performance in any one of the elements of a Performance Domain may constitute unsatisfactory performance in the judgment of the evaluator. However, deficient performance in 50% or more of the elements within a Performance Domain must constitute unsatisfactory performance.

B. Procedure for Evaluation

All certificated teachers are to be evaluated according to the following procedures:

1. Before any formal observations of a teacher’s performance are conducted, the evaluator will provide copies of Policy 4150 and evaluation procedures to all teachers. The evaluator will meet with teachers individually or as a group to review the applicable portions of the evaluation policy. Upon the request of either the teacher or the evaluator, an individual meeting will take place to discuss specifics of the evaluation process as it relates to a particular teacher.
2. The teacher shall be responsible for the following:
 - Reading and becoming knowledgeable of the Teacher Performance Evaluation Policy
 - Completing a self-evaluation and otherwise preparing for the pre-conference prior to formal observations
 - Conferring with the evaluator regarding the evaluation process and report(s)
 - Preparing for the conference with the evaluator to discuss the evaluation report, and
 - Developing and implementing strategies to improve performance in areas identified during the observation and/or within the evaluation report.
3. The teacher or the evaluator may initiate the evaluation process at any time.
4. An evaluator will be responsible for the following:
 - Supervising the evaluation process
 - Following observation, identifying performance areas of strength and areas needing improvement when necessary and giving specific recommendations for improvement, and
 - Ensuring the contents of the formative and/or summative evaluation report(s) are an accurate reflection of the teacher’s performance.

In cases where a teacher is assigned to more than one facility, an evaluator from each facility to which the teacher is assigned will provide input for the final draft of the evaluation report.

5. Generally, the teacher and evaluator plan formal observations in advance. It is recognized that informal observations and additional formal observations may occur as appropriate in the view of the evaluator.
6. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation when possible.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference may be used for both observations. In such instances the requirement for the minimum number of observations shall be satisfied. The post-observation conference shall be held within five (5) working days of the first observation when possible.

7. When the evaluator has concerns, the evaluator may conduct an additional formal observation after sufficient time has passed following the identification of concerns. This delay provides the teacher adequate time to incorporate suggestions for improvement in his/her teaching.
8. Informal observations allow an evaluator to validate or question data gathered at other times. Such activities would not require any conferences with the teacher unless they lead the evaluator to have concerns about the teacher's performance (or confirm such concerns). Following observations that result in concerns, the evaluator should discuss the issue(s) of concern about the teacher's performance if it is to be included or referenced in the Summative Evaluation Report. It is intended that the discussion with the teacher be near in time to the occurrence of the event of concern, or near to the point in time when the evaluator determines the issue is an area of concern.
9. Evaluation reports include both formative and summative evaluation reports. The teacher may respond in writing to an evaluation report. The teacher shall be responsible to provide the evaluator and the superintendent with copies of any response. A copy of such response shall be attached to all copies of the final evaluation report.
10. A properly certificated and trained administrator must sign the evaluation reports. Both the evaluator and person being evaluated are expected to sign the cover sheet confirming receipt of the report. The teacher's signature will indicate that a copy was received; it will not indicate the teacher's agreement with the contents of the report in whole or in part. The evaluator will provide a copy of the final evaluation report to the superintendent where it will be placed in the teacher's personnel file. If the teacher wishes to respond to the evaluation report in writing, he/she will need to provide a copy of the response to the evaluator and to the superintendent.
11. One element of professional evaluation is setting goals. Therefore, a part of the evaluation process shall include the teacher and evaluator jointly agreeing to two goals annually (one academic goal and one professional goal). Such goal setting should occur in relation to the teacher's professional development, growth/improvement plans, as well as district and building goals based on a range of data sources. Teachers and evaluators are encouraged to harmonize and align goals of individual teachers with goals of the district as a whole.
12. The evaluator must complete a summative evaluation report prior to recommending that a teacher be moved from the evaluation process to the remediation process. The evaluator must follow up such recommendations by informing the superintendent of this recommendation.

C. Procedure for Probationary Teacher

1. All probationary teachers will be evaluated once each semester. This evaluation shall be documented in an Evaluation Report in accordance with Plan 1.
2. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Mid-Year Formative Evaluation Report during the first half of the school year each year they have probationary status.
3. The Mid-Year Formative Evaluation Report shall be given at mid-year. It requires a notation of the performance level for all appropriate elements and a conference with the teacher to discuss the report itself.
4. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Summative Evaluation Report during the second half of the school year each year they have probationary status. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not later than April 1 of each school year.
5. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other, and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum of two observations shall be satisfied.

If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation.

As with all observations when the evaluator has concerns, the evaluator must conduct an additional formal observation after sufficient time has passed between the identification of concern and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.

6. The Summative Evaluation Report and the corresponding observation process for probationary teachers shall be completed by an administrator.

D. Procedure for Non-Probationary Teacher

1. Non-probationary teachers shall receive a minimum of one formal observation followed by a Summative Evaluation Report at least once every three (3) years. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not less than ten (10) days prior to the last day of the teacher's contracted year. In other years (off-cycle years), the non-probationary teacher shall receive at least one (1) formal or informal observation.
2. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation. If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both

observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum number of observations shall be satisfied.

3. If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation process. As with all subsequent observations when the evaluator has concerns, the evaluator must conduct the additional formal observation after sufficient time has passed between the identification of concerns and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.
4. The administrator in charge of a building or unit where teachers are assigned is responsible for the evaluation process of all licensed employees assigned to the building or unit. The administrator may delegate one or more elements of the evaluation process, with regard to specific teachers, to one or more individuals who have a supervisory administrative certificate and training in the District's evaluation process. Such individuals may include such personnel as assistant principals or other district administrators.
5. During the years in which a non-probationary teacher is not scheduled for formal evaluation, the teacher and the evaluator, or designee trained in the evaluation process, will jointly develop Professional Goals for the Current School Year. Consistent with the adopted plan, the evaluator or designee will conduct a minimum of one (1) observation, formal or informal. This observation does not require that a pre-observation conference or post-observation conference take place unless the evaluator has concerns about the teacher's performance. Before a concern, observed either formally or informally, becomes part of an Evaluation Report it shall be discussed and/or communicated with the teacher.
6. Non-probationary teachers new to a building or assignment may be evaluated during their first year of such assignment, even though the teacher would otherwise not be due for formal evaluation.

E. Evaluation Report

1. The evaluation report is a written summary of the teacher's performance in each of the four (4) performance domains.
2. The evaluation will contain a jointly developed growth or improvement plan, which shall be specific as to the improvements, if any, needed in the teacher's performance and shall clearly set forth recommendations for improvement, including recommendations for additional education and training during the teacher's recertification process and as documented in the goal-setting process;
3. The evaluator will give one copy of the evaluation report to the teacher, retain one copy, and send a copy to the superintendent for placement in the teacher's personnel file.

F. Evaluation of Teachers Assigned to More Than One Facility

At the beginning of the school year, the superintendent will designate the person responsible for the evaluation of a teacher who is assigned to more than one facility. Evaluators from each facility where a teacher is assigned will provide input for the final evaluation report.

G. Process for Addressing Unsatisfactory Ratings for Non-probationary Teachers

1. When the evaluator determines one or more elements in a Performance Domain on a teacher's Mid-Year or Summative Evaluation Report to be unsatisfactory, the evaluator will develop a Goal for Improvement or a Directed Improvement Plan to address the area needing improvement. The evaluator may require that the teacher repeat Evaluation Plan I the following school year to ensure that element(s) needing improvement are addressed and that the teacher does indeed improve in the targeted element(s).
2. If the evaluator determines that one or more of the elements within any one domain are unsatisfactory, the evaluator or site administrator will consult with the superintendent to determine the steps that will be taken to address the issue. With the agreement of the superintendent, the evaluator or site administrator will develop a Directed Improvement Plan for the teacher. This plan will specifically address those elements that are determined to be unsatisfactory. The plan will include correlating support resources and it will specify a timeline for implementation not to exceed thirty- (30) working days. After the plan is developed, the teacher will be observed and evaluated by an evaluator using the Observation Record and Summative Evaluation Report forms to document progress over the next ninety- (90) day period.
3. If at any time during or at the end of the ninety- (90) day evaluation period the evaluator or site administrator does not observe satisfactory performance in targeted elements, the teacher may be moved to Remediation. If the evaluator or site administrator determines that performance in a targeted areas is satisfactory, the teacher will repeat Evaluation Plan I without support resources until the completion of the current school year to demonstrate that growth has occurred and that the teacher's performance in the targeted elements can be maintained independent of the supplemental support resources.
4. Following the completion of the evaluation cycle without support resources, if the evaluator or site administrator observes that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be removed from the Directed Improvement Plan. If the evaluator or site administrator does not observe that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be moved to Remediation.

H. Remediation Process

1. If a teacher's performance in one or more of the four performance domains is judged by the evaluator to be unsatisfactory and the performance of the teacher has not sufficiently improved as a result of the evaluation process, the evaluator can move the teacher from the evaluation process to the remediation process. The evaluator will notify the teacher in writing of the decision to move the teacher from the evaluation process to the remediation process.
2. The evaluator will hold a conference with the teacher within five (5) working days following delivery of written notification of movement from the evaluation process to the remediation process.
3. At the conference the evaluator, the teacher and any other appropriate personnel will:
 - a) Review specific performance deficiencies identified in the evaluation report; and
 - b) Formulate a written remediation plan including the following:
 - Objectives for improving the identified performance concerns;
 - Identification of resources and assistance available to implement the objectives;
 - A timeline for completing the objectives;
 - Criteria by which the attainment of the objectives will be measured; and
 - A minimum of monthly conferences to monitor progress on the remediation plan objectives.
4. The evaluator is responsible for the final decision regarding the components of the remediation plan.
5. Following completion of the timeline established in the remediation plan the evaluator and teacher will meet to review the remediation process. The evaluator will state, in writing, whether the teacher has corrected the identified performance deficiency. The evaluator will then forward the remediation report and all supportive data to the teacher and the superintendent. This report will include a recommendation to: a) return the teacher to the evaluation process, b) to continue the remediation process for one more time period, or 3) to proceed to appropriate disciplinary action. Disciplinary action can include, but is not limited to suspension, dismissal, cancellation or termination of the teacher's contract.

V. TRAINING OF EVALUATORS

The success of a program of evaluation and remediation depends upon a high level of skill and training of all participants in the process. Evaluators will be trained in supervisory skills such as observation skills, conferencing skills, and writing evaluation reports. In addition, emphasis will be placed on the understanding of the intent, criteria and processes identified in this policy. It will be the responsibility of the superintendent to coordinate training opportunities.

Each evaluator will be evaluated on his/her ability to make fair, professional and credible evaluations. It will be the responsibility of the supervisor of each evaluator to evaluate these skills and make recommendations for needed training to the evaluator and to the superintendent for identifying content of future training programs.

VI. THE WRITTEN EVALUATION

A. Completion of the Evaluation Report

The evaluation report will include:

1. Documentation of observations and dates of conferences on the Teacher Evaluation Report Form, which shall serve as a cover sheet for the evaluator's summary of the strengths and weaknesses of the teacher in each of the four performance domains specified in this policy.
2. Evaluation reports for Plan I and Plan II will address the four performance domains. Any performance areas evaluated as unsatisfactory must be addressed according to the defining standards contained in the Performance Observation Record. The evaluator may add indicators which will further explain competency in the four performance domains as listed below:
 1. Planning and Preparation
 2. Learning Environments
 3. Learning Experiences
 4. Principled Teaching
3. The evaluation report will also contain a jointly developed growth or improvement plan designed to improve teacher performance consistent with evaluation commentary, including recommendations for additional education and training during the teacher's recertification process.

VII: PERFORMANCE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Applying Knowledge of Content and Pedagogy				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Disciplinary Expertise	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of central concepts of the discipline and their relationship to one another.	Teacher displays solid content Planning and preparation reflect solid understanding of the content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
2. Pedagogical Content Knowledge	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
3. Knowledge of Inter-disciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationship sand skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
Component 1b: Knowing and Valuing Students				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Respect for Students' Identities	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of student's race, culture, and identifies into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identifies, designing culturally responsive and affirming learning experience with them in mind.
2. Understanding of Students' Current Knowledge and Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The teacher's understanding of students' levels of knowledge and their skill, as well as their mindset about learning, is applied successfully in planning and preparation.	A teacher's deep understanding of each student's knowledge, and skills, and mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, and are challenged to do their best work.

3. Knowledge of Whole Child Development	The teacher does not attend to or have an understanding of students' cognitive, social, emotional, or character development.	The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
4. Knowledge of Learning Process and Differences	The teacher displays insufficient understanding of how students learn and develop in general or of individual difference for students in the class.	The teacher has limited understanding of the learning process and of individual learning and differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.

Component 1c: Setting Instructional Outcomes

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Value and Relevance	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant thinking that requires critical thinking.
2. Alignment to Grade-Level Standards	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
3. Clarity of Purpose	Instructional outcomes are unclear or stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes mostly are clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
4. Integration of Multiple Aspects of Student Development	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.

Component 1d: Using Resources Effectively

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Instructional Materials	When instructional materials are provided, the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous	When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.	When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum.	When instructional materials are provided, the teacher uses them with wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.

	instruction or engagement.	When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning.	When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials.	When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning, and development, and deep intellectual engagement.
2. Technology and Digital Resources	The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may primarily use them as substitute for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement (*and/or) personalized instructional pathways for student learning and development.
3. Supports for Students	The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and support aligned to the individual student needs to students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promoted student agency and increased efficacy in utilizing resources to support their own learning and development.

Component 1e: Planning Coherent Instruction

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Tasks and Activities	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Tasks appropriately support the gradual release of responsibility.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
2. Flexible Learning	There is only one single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with student to co-design learning experiences.
3. Student Collaboration	Student groups are not used or do not support learning.	Students are in groups that are partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
4. Structure and Flow	Plans for learning are not well structured or sequences.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structures and have a flow that supports student autonomy in the learning process.

Component 1f: Designing and Analyzing Assessments				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Congruence with Instructional Outcomes	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
2. Criteria and Standards	Assessment lacks criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
3. Planning Formative Assessments	There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustment based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
4. Analysis and Application	Assessments results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

DOMAIN 2: LEARNING ENVIRONMENTS

Component 2a: Cultivating Respectful and Affirming Environments				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Positive Relationships	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and development levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring, and respectful, but from a foundation of positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
2. Sense of Belonging	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes	Verbal and nonverbal communication indicates most students participate in a class community that reflects their collective identity while	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while

	the classroom community.	and honors their individual identity.	honoring individual variations.	honoring individual identity.
3. Cultural Responsiveness	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at plan in the environment.
4. Positive Conflict Resolution	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

Component 2b: Fostering a Culture for Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Purpose and Motivation	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.
2. Dispositions for Learning	Student curiosity is ignored or discouraged; students are not asked to think critically or reason and reflect.	Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.	Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.
3. Student Agency and Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
4. Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.	Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students encourage one another to persevere and use strategies to support each other through challenging work.

Component 2c: Maintaining Purposeful Environments				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Productive Collaboration	Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
2. Student Autonomy and Responsibility	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility of their learning.	Students take responsibility for routines and procedures and take initiatives to suggest adjustments that would further develop their learning and development.
3. Equitable Access to Resources and Supports	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
4. Non-Instructional Tasks	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

Component 2d: Supporting Positive Student Behavior				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Expectations for the Learning Community	There are no clear expectations and/or negative behavior is not addressed.	There are expectations established to promote positive behavior but with uneven success/.	Expectations have been established and agreed upon.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
2. Modeling and Teaching Habits of Character	There is no explicit modeling or teaching of habits of character.	Habits of character are modeled or taught but with uneven success.	Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship.	Students take initiative explicitly discussing and reinforcing habits of character that contribute to a safe and productive environment.
3. Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

Component 2e: Organizing Spaces for Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Safety and Accessibility	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students..	Modifications are made to the environment as necessary to accommodate individual needs.
2. Design for Learning and Development	The design of the space is an impediment to learning and development.	The design of the space in not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and it appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
3. Co-creation and Shared Ownership	Students to not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and/or enjoyable environment.

DOMAIN 3: LEARNING EXPERIENCES

Component 3a: Communicating about Purpose and Content				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Purpose for Learning and Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of the learning but with little elaboration or specificity. (what about what they will be learning?)	The teacher clearly explains what students will be learning and why, how it is situated in the broader purpose, how they will learn it, and what success looks like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
2. Specific Expectations	The teacher’s unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or purposes for learning.
3. Explanations of Content	Teacher makes significant errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of the students; content is explained in multiple engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of purpose and relevance.
4. Use of Academic Language	The teacher’s communications include incorrect or imprecise use of academic language.	The teacher’s use of academic language is generally correct but may need further explanation	The teacher’s content specific language and vocabulary are accurate, academically rigorous, and well-suited to students and	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

		or be too simplistic to support student learning.	lessons, providing a model to support student development.	
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Component 3b: Using Questioning and Discussion Techniques				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Critical Thinking and Deeper Learning	Questioning and discussions do not invite student thinking, are of low cognitive challenge, and often has a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
2. Reasoning and Reflection	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
3. Student Participation	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussions, and assume responsibility for ensuring that all voices are heard.

Component 3c: Engaging Students in Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiatives, students modify learning tasks to make them more meaningful or challenging.
2. Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborated during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
3. Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitable and available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or

			support equitable access to the content.	additions to make them more relevant or challenging.
4. Opportunities for Thinking and Reflection	The pace of the lesson is too slow or too rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection (and processing); they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

Component 3d: Using Assessments for Learning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Clear Standards for Success	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are not progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide opportunities for self-assessment.	Students and those that support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
2. Monitoring of Student Understanding	The teacher does not determine whether students are progressing toward mastery of the goals and provides no opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress towards goals.	Students take the initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
3. Timely, Constructive Feedback	Students receive no feedback or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

Component 3e: Responding Flexibly to Student Needs

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Evidence-Based Adjustments	The teacher does not recognize, or ignores, evidence of low	The teacher attempts to adjust learning experiences based on	The teacher effectively adjusts learning experiences based on real-time evidence	Students voice their needs and assume responsibility for their own learning by making

	engagement or lack of student understanding.	evidence but is only partially successful.	and students' individual and specific needs.	necessary adjustments to the learning experiences with the support and encouragement of the teacher.
2. Receptiveness and Responsiveness	The teacher brushes aside or does not fully address students' questions or difficulties.	Teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take their initiative to pursue them on their own, with their peers, or with the support of the teacher and others in the school and beyond.
3. Determination and Persistence	The teacher does not convey a level of responsibility for student learning and success or is uncertain about assisting students.	The teacher conveys responsibility and commits to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

DOMAIN 4: PRINCIPLED TEACHING

Component 4a: Engaging in Reflective Practice				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Self-Assessment of Teaching	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
2. Analysis and Discovery	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindset or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
3. Application and Continuous Improvement	The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges,

			improvements.	implements new ideas and strategies and continues to reflect on and analyze the results.
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Component 4b: Documenting Student Progress				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Student Progress Toward Mastery	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
2. Shared Ownership	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress towards goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
3. Maintaining Reliable Records	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

Component 4c: Engaging Families and Communities				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Respect and Cultural Competence	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, student, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
2. Community Values	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributions to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
3. Instructional Program	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to

				engage thoughtfully in its development.
4. Engagement in Learning Experiences	The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students but with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.

Component 4d: Contributing to School Community and Culture

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Relational Trust and Collaborative Spirit	The teacher’s relationships with colleagues are characterized by negativity and combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
2. Culture of Inquiry and Innovation	The teacher avoids activities promoting professional inquiry or only participates when required making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
3. Service to the School	The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes substantial contributions to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.

Component 4e: Growing and Developing Professionally

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Curiosity and Autonomy	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and other’s learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
2. Developing Cultural Competence	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students’ success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.

3. Enhancing Knowledge and Skills	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with peers.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
4. Seeking and Acting on Feedback	The teacher resists discussing feedback on their practices or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

Component 4f: Acting in Service of Students				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Acting with Care, Honesty, and Integrity	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
2. Ethical Decision-Making	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
3. Advocacy	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular to comply with policy.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Component 4g: Adherence to the Professional Practices Criteria (Code of Conduct) adopted by the Nebraska Board of Education and Promulgated in Rule 27				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Professional Practices Criteria	Teacher's conduct violates the Professional Practices Criteria.	Teacher is not in technical violation of Professional Practices Criteria, but struggles to exhibit the necessary	Teacher is aware of and behaves consistent with the Professional Practices Criteria.	Teacher is highly proactive in modeling the Professional Practices Criteria and mentors educators in the

		behaviors expected of professional educators.		development of professional practices. Actively advocates for the role of educators and education in society.
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Revised: Apr. 8, 2013

Reviewed: Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022.

Revised: Sept. 11, 2023

Reviewed: Mar. 18, 2024