

BOARD OF TRUSTEES
HUMBOLDT COUNTY SCHOOL DISTRICT

POLICY 4030
PERSONNEL

TEACHER EVALUATION PROCEDURE

Each probationary teacher shall be evaluated in writing three times each year. A conference and a written evaluation for a probationary employee must be concluded no later than December 1, February 1, and April 1.

Each post-probationary teacher shall be evaluated in writing at least once each year.

The formal evaluation shall be preceded by a pre-conference in which goals and objectives will be discussed. The evaluator will also discuss with the teacher what will be observed, will review the evaluation instrument and further define the descriptors therein. The pre-conference must be held at least two days prior to the visitation. Also, at this time, constraining factors should be discussed such as class size, availability of supplies, books, and materials, physical facilities, an assignment outside of the employee's experience or areas of competence, etc. At the pre-conference, a time and date for the observation will be established. If the supervisor is unable to meet the scheduled observation, another pre-observation conference shall be held.

No later than five days following the visitation, a post conference must be held. The post conference will consist of a discussion between the evaluator and the teacher regarding commendations and recommendations to include the establishment of goals and objectives. The evaluation should contain specific recommendations. Recommendations should also be accompanied by specific examples or instances observed, as well as suggestions to implement the recommendation. Methods or techniques for such implementation are also required. The evaluation must be rated satisfactory or unsatisfactory by the evaluator, and the teacher shall be given the opportunity to reply, in writing, to the opinions expressed on the evaluation form. Such reply will be made a part of the evaluation.

In rural schools the initial pre-conference with a probationary teacher must be in person. Subsequent pre-conferences may take place over the telephone utilizing the time lines of regular pre conferences. Post-conferences may be held the same day as the observation on an informal basis, and a formal post-conference may be held over the telephone after the teacher has received the written formal evaluation. In such cases, the mailed formal evaluation must be postmarked no later than five school days after the observation.

The evaluator and the teacher may elect to have a non-participating representative present during all pre and post conferences conducted during the evaluation.

In the event that NRS Chapter 391 or other State Statute provides for any additional

requirements, modifications, expectations or provisions pertaining to evaluation, those provisions shall also be applicable to evaluations of teachers employed by the Humboldt County School District.

The primary purposes of a system of teacher evaluations are to improve the quality of instruction and to perpetuate a strong educational program. The process has been designed in order to assist teachers in their professional development. It calls for a vigorous professional commitment on the part of the evaluator and the teacher, and should be conducted in an atmosphere of mutual trust and respect.

Both parties to the process should strive for an evaluation as constructive and non-threatening as possible.

Commendations and recommendations written by the evaluator on the evaluation form shall relate directly to only those items from the criteria list or items discussed and mutually agreed upon.

Revised 8/86, Revised 11/12

One measure for effective instruction is based on the work of Charlotte Danielson. Under the Danielson model identified as "The Framework for Teaching" four foundational domains are identified. Each domain has specific components necessary for instructional success.

The four domains are identified as:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

This framework provides a foundation for administrator and teacher discussions regarding effective instruction. The components identified for each domain are identified as:

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture of Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 3: Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques

- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Policy addendum

For the 2014-2015 school year, the Humboldt County School District will implement a modified NEPF evaluation, which shall include student academic achievement as required in NRS 391.31214. The evaluative process will be conducted in such a manner that provides for an “objective evaluation in narrative form” and provides a binary designation as either satisfactory or unsatisfactory. Further modifications to the evaluative process will be considered upon finalization of the NEPF by the Nevada Department of Education.