

**NOTICE OF MEETING
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:30 p.m. on Monday, February 8, 2010 at 6606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 6606 South 147th Street, Omaha, Nebraska.

LINDA POOLE,
Secretary

2-5-10

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

UNITED STATES OF AMERICA, }
The State of Nebraska, } ss.
District of Nebraska, }
County of Douglas, }
City of Omaha, }

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

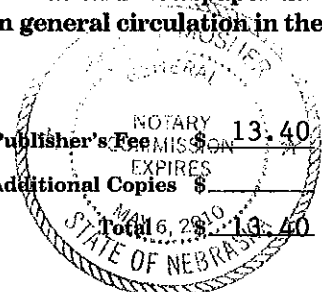
of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on _____

February 5, 2010

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

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Subscribed in my presence and sworn to before
me this 5th day of
February 2010

Notary Public in and for Douglas County,
State of Nebraska

BOARD COMMITTEE OF THE WHOLE MEETING

FEBRUARY 8, 2010

NAME:

REPRESENTING:

Ellen Herman

Millard West

Hailee Fees

Millard West

Bailey Pendleton

Millard West

Jordan Gossier

Millard West

WILL SCHWAB

MILLARD WEST

Jerome Morisy

Gallup

Nancy Poma

Horizon HS. - L.A

Courtney Smullin

Millard West

Emily Sunde

" "

Kelly Ekue

Ldrship. Academy

Greg Tracy

Millard West

Joan Cooper

Millard West

Sarah Holst

millard west

Jessica Holz

Millard West

Tyler Card

Millard West

Rachel Jamer

MW

Whitney Hirst

MW

~~John [unclear]~~

~~MW~~

Jared Collins

MW

Nick Range

Millard West

BOARD COMMITTEE OF THE WHOLE MEETING

FEBRUARY 8, 2010

NAME:

REPRESENTING:

TAYLOR KUSTER

M.W

Ryan Fabian

Millard West

Molly Erickson

MEA

Sarah Franzuebbers

Ombudsman

Sarah Wallis

Millard West HS

Ken Doyle

Ombudsman

Christian Klaiber

Millard West

Erin Olson

Millard West

Barley Beauchamp

Millard West



*COMMITTEE OF THE WHOLE
MEETING*



FEBRUARY 8, 2010

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, February 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Administrative and Teacher Evaluation Process
2. Gallup Survey Results
3. Ombudsman Program

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

The members of the Board of Education met as a committee of the Whole on Monday, February 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics included an overview of the Ombudsman Program, update on the administrative and teacher evaluation system, and the Gallup survey results

Present: Mike Pate Brad Burwell, Linda Poole, Julie Kannas and Mike Kennedy

Absent: Dave Anderson

Also in attendance were Jim Sutfin, Jon Lopez, Mark Feldhausen, and other administrators.

The Ombudsman Program provides educational continuity and opportunity for students in grades 6-12 who are on long-term suspension, have been expelled, or have withdrawn from school without having completed graduation requirements. All students attending the Ombudsman program have to complete all requirements of the Millard Public Schools.

Jim Sutfin and Kim Saum Mills updated the board on the systemic process and documents used in the administrators and teacher evaluations.

The purposes for staff evaluations are accountability, professional growth, and school improvement. Both administrators stressed the importance in teacher evaluations for the administrator to complete multiple walk-through visits to classrooms, make three classroom instructional observations, and provide feedback to the teachers after those observations. The district's mission is to develop a world-class educational system, and by using the staff evaluation process helps to make that a realization.

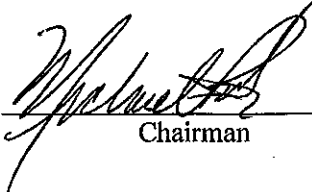
Duncan Young, attorney for the district, gave the legal perspective and the importance of the evaluation document completed by administrators.

Strategy two of the District's Strategic Plan states the district would develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence. Jon Lopez's explained with the collaboration of the Gallup Corporation this task was accomplished with the development and implementation of a survey for collection of data, which measures engagement of students, parents, and staff. The school district and Gallup developed the parent component and is currently the only school district to administer that particular survey. In all categories the district was above the national statistics.

At the first training session, conducted by Gallup, the administrators became familiar with the principles of engagement and its impact on performance in schools. They also learned how to facilitate an impact planning session. Gallup has training resources online to help the administrators with this planning. Another training session will be provided in February to help principals learn how to explain the student and parents results, and interpret those results to their school community. The results of the three surveys will be used by building principals in their school improvement plans.

Brad Burwell requested that an overview of the completed plans be shared with the board.

Mike Pate adjourned the meeting.


Chairman

Millard Public Schools³ Staff Evaluation Handbook

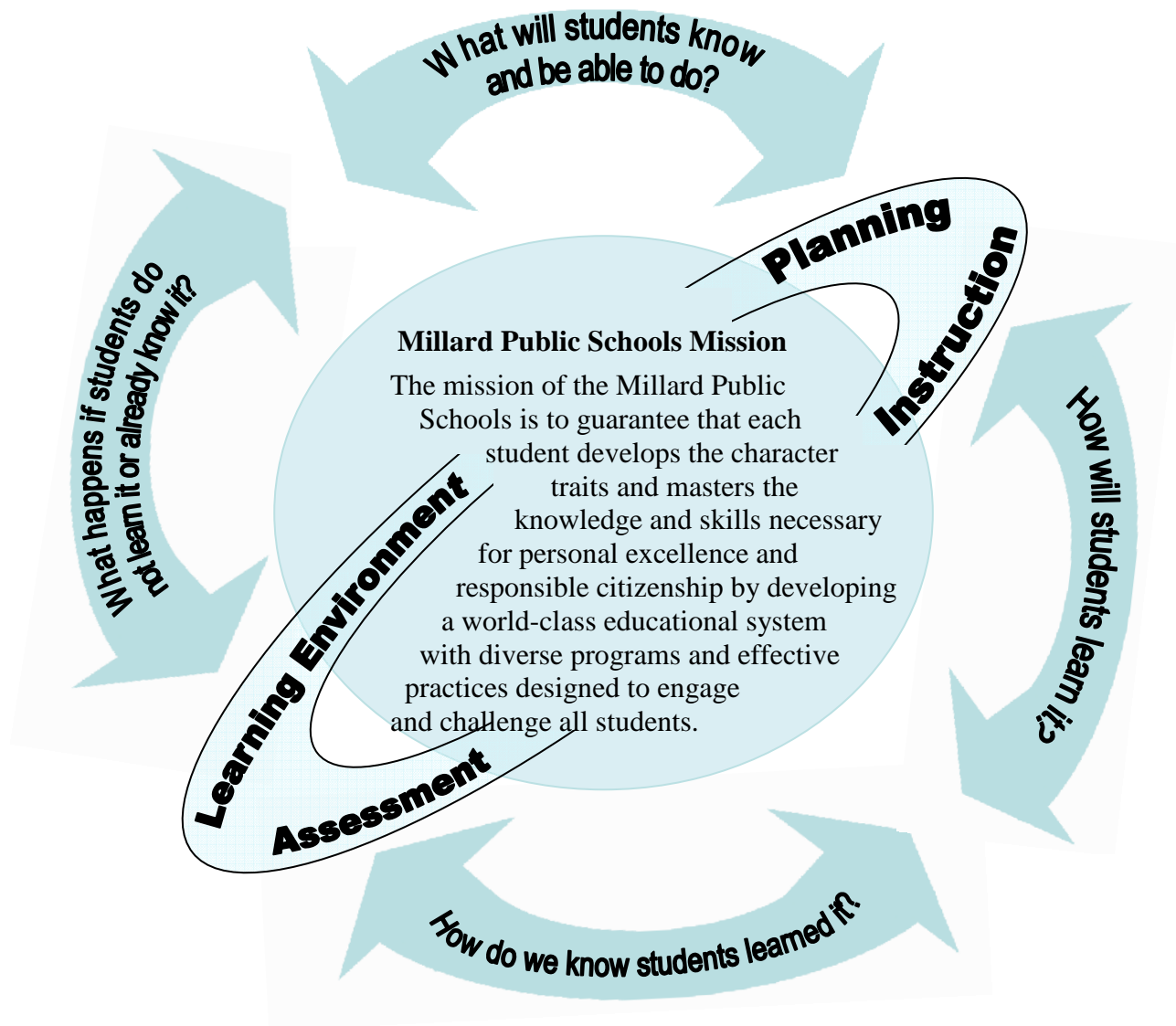


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Teacher Evaluation and Professional Growth Cycle

Dr. Penny Kowal, Original Team Leader (1993-1995)

Dr. Donna Flood, Update Team Leader (2002-2003)

Dr. Kim Saum-Mills, Update Team Leader (2005-2007)

Many thanks to the following members who worked to develop the original Teacher Evaluation and Professional Growth Cycle in 1993-1994:

Dr. Gary Barta, Dr. Carol Beaty, Dr. Bill DeLoach, Ms. Paula Ellis, Ms. Lynne Elwood, Ms. Paulette Freis, Mr. Dennis Gehringer, Ms. Ellen Hartfield, Ms. Lori Jasa, Dr. Jed Johnston, Dr. Deb Kolc, Ms. Marsha Krabbenhoft, Ms. Nancy Lindahl, Mr. Bob Lykke, Ms. Helen Lykke-Wisler, Ms. Annette Mahoney, Dr. Carol Newton, Dr. Marie Trayer, and Dr. Dick Wollman

Special thanks to the administrators and staff members who participated as the Step-Ahead schools during our three year implementation process starting in 1994-1995:

Cottonwood Elementary School, Ezra Millard Elementary School, Neihardt Elementary School, Millard North Middle School and Millard South High School

During the 2002-2003 school year, the Teacher Evaluation and Professional Growth Cycle was updated to reflect language related to the infusion of technology into instruction. We extend our appreciation to the following staff members who contributed to this process:

Ms. Michelle Baldwin, Ms. Peggy Brendel, Dr. Martha Bruckner, Mr. Chuck Burney, Mr. Kevin Chick, Dr. Mark Feldhausen, Mr. Terry Houlton, Ms. Chris Ingram, Ms. Lori Jasa, Dr. Jed Johnston, Ms. Nancy Johnston, Ms. Vicki Kaspar, Mr. Tony Levy, Ms. Susan Livingston, Mr. Norm Melichar, Dr. Carol Newton, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Len Sagenbrecht, Dr. Kim Saum-Mills, Ms. Charlene Snyder, Dr. Jim Sutfin, Ms. Cali Watton, Ms. Jerri Wesley, Dr. Rick Werkheiser, and Ms. Joan Wilson

The 2002-2003 Teacher Evaluation Update Committee accepted the following definitions for “technology” and “technology integration”:

Technology – Electronic tools used to facilitate teaching and learning that include, but are not limited to, desktop computers, laptops, tablets, handhelds, projection systems, DVD/VHS/Laser disk players, overhead projectors, whiteboard display systems, calculators, scanners, printers, digital (video) cameras, etc.

Technology Integration – The effective application of electronic tools, beyond basic operations and concepts, by students to access knowledge, collaborate with peers, engage in higher-order thinking, and solve meaningful, real-life problems, and by teachers to plan learning experiences, manage resources and the learning environment, provide appropriate instruction, and facilitate the assessment of student learning.

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM 7 (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

Ms. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Dr. Christi Buell, Ms. Sharon Comisar-Langdon, Ms. Molly Erickson, Ms. Nancy Johnston, Ms. Linda Kolbusz-Kosan, Dr. Carol Newton, Ms. Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Ms. Nancy Thornblad, Ms. Barb Waller, Ms. Marge Welch, and Ms. Jerri Wesley.

During the first implementation year of the revised Millard Instructional Model (MIM) in 2006-2007, the teacher evaluation committee met the following objective: *The committee will evaluate the MPS Teacher Evaluation System by assessing the effectiveness and recommend changes as (or if) needed.*

Members of the committee in 2006-2007 were Ms. Deb Ady, Ms. Lori Bartels, Dr. Carol Beaty, Mr. Nolan Beyer, Dr. Martha Bruckner, Ms. Melissa Byington, Ms. Sharon Comisar-Langdon, Ms. Ann Gapinski, Ms. Micky Gehringer, Ms. Marti Harris, Ms. Lori Jasa, Ms. Nancy Johnston, Dr. Vicki Kaspar, Dr. Deb Kolc, Ms. Dawn Marten, Mr. Jim Mercer, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Matt Rega, Ms. Dianna Ringleb, Dr. Kim Saum-Mills, Dr. Jim Sutfin, Ms. Jerri Wesley, and Ms. Jessica Wilkinson.

The teacher evaluation committee met in September 2006 to determine if changes to evaluation system would improve instruction and student learning. The committee conducted a review of research on best practices of teacher evaluation and surveyed Millard staff on the current evaluation system to determine if a change to the system was needed.

Research Findings

Research suggested that clinical supervision, MPS current evaluation model, may not be the optimal teacher evaluation system to improve instruction for permanent certified teachers, which would then increase student achievement. Dr. Rick DuFour suggested that although he spent a grueling amount of time to perfect the “clinical supervision” process of teacher evaluation, he didn’t make a significant impact in student achievement until he stopped focusing on what the teacher was teaching and turned his attention to what students were learning. In DuFour’s article, *The Learning-Centered Principal*, he proposes the questions, “To what extent are the students learning the intended outcomes of each course? And what steps can I take to give both students and teachers the additional time and support they need to improve learning?”

Mike Schmoker also offers researched based arguments for changing the way schools approach teacher evaluation and professional development. In *Results Now*, Schmoker believes that, “among leadership’s most ineffective practices is teacher and administrative evaluation.” Schmoker also provides support for multiple walk-through observations throughout the year and a focus on learning by assisting teachers with “how” to teach and “what” to teach. Schmoker cites Jim Collins, author of *Good to Great*, “Effective leaders see what is essential and ignore the rest.” Collins believes leaders should, “focus on what is vital-and eliminate all of the extraneous distractions...stop doing the senseless things that consume so much time and energy.”

Leading expert and former building administrator, Kim Marshall, advocates for change to the traditional teacher evaluation model as well. Marshall notes, “Even though I had made frequent visits to this teacher’s classroom and followed up with informal chats to discuss my impressions, I’d really seen less than 1% of her teaching. I knew little about her dealings with parents or colleagues and had no data on how much her students were learning...1) my evaluations were based on grossly inadequate information; 2) they were therefore superficial and often missed the target; 3) this was why teachers paid so little attention to them and rarely made changes based on what I wrote; and therefore, 4) spending hours and hours on this process was not a good use of my time. If our current approach to teacher evaluation is chewing up large amounts of time without producing results, it needs to be changed.”

Research states a walk-through observation is a highly effective component of teacher evaluation. The Principals’ Partnership, www.principalspartnership.com/feature203.html, supports walk-through observations and offers the following advice: “One of the most promising strategies for providing leadership is brief and focused visits to the classrooms for the purpose of observing, first hand, the instruction that is provided and the needs of staff and students in the school.”

Survey Findings

Consultant Dr. John Crawford assisted the teacher evaluation committee in creating the questions used in the MPS staff survey. A random selection of staff shared their perceptions of Millard’s teacher evaluation system by participating in the electronic survey. Of the 388 staff members who participated in the survey; 158 were elementary staff, 111 were middle level staff and 98 were high school staff. Nine teachers identified themselves as multi-level and 12 teachers were on teaching contracts but not currently in the classroom. A similar survey was given to all building administrators. Of the 49 building administrators who participated in the survey; 20 were elementary level, 16 were middle level and 13 were high school level.

The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported a change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops of procedures and protocols in which teachers must jump through. Some teachers stated little improvement of instruction occurred based on their evaluation. Teachers supported the idea of having multiple walk-through observations, which puts the evaluator in a classroom several times a semester.

Conclusion

The teacher evaluation committee discovered that research suggests a paradigm shift from how the majority of American schools conduct teacher evaluation. In combining research and survey results, the committee concluded that changes to the Millard teacher evaluation system could improve instruction and student learning. Therefore, the committee created a teacher evaluation pilot program. The pilot program was implemented in 2007-2008 at Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School, and Millard South High School. The pilot did not suggest any changes to the Intensive Assistance Program. The current teacher evaluation system remained in place for the rest of the staff in 2007-2008.

Title: Teacher (includes classroom and special assignments)

Reports: Building Principal

General Summary: Teachers teach students by reflecting on the following questions when planning effective instruction and meaningful assessment, managing the instructional environment, and performing other professional responsibilities: 1) What will students know and be able to do?; 2) How will students learn it?; 3) How do teachers know students learn it?; 4) What happens if students do not learn it or already know it?

- I. Teachers plan with individual learning results in mind.
- II. Teachers plan well-designed and executed units and lessons for maximum student participation using the Millard Instructional Model.
- III. Teachers provide students with many opportunities to learn the prescribed and Board adopted curriculum of the Millard Education Program.
- IV. Teachers provide students many opportunities to develop the capacity to understand and apply knowledge in meaningful ways.
- V. Teachers continually monitor student progress by using achievement and other student data, and adjust their teaching to optimize individual learning.
- VI. Teachers provide proactive intervention to students who are not meeting individual learning goals.
- VII. Teachers grade for learning so that student grades reflect evidence of learning.
- VIII. Teachers establish positive, productive environments where students are actively engaged.
- IX. Teachers clearly teach and effectively implement the Millard policy on student behavior.
- X. Teachers uphold high expectations for students to meet challenging and differentiated learning goals.
- XI. Teaching professionals initiate meaningful personal, professional growth and contribute to school and district improvement.
- XII. Teaching professionals perform school-related responsibilities.
- XIII. Teachers participate in collaborative teams to analyze student learning data to improve instruction and increase student achievement.
- XIV. Teachers perform other duties as assigned by the principal.

Qualifications:

- 1. Education Level: Bachelor's degree is required, additional training and/or graduate hours and/or graduate degrees in education or subject area(s) is preferred.
- 2. Certification or Licensure: Valid Nebraska Teaching Certificate. It is preferred that the teacher endorsed by the State of Nebraska to teach the particular subjects of the assignment
- 3. Experience desired: Classroom teaching experience is preferred.
- 4. Other requirements: Possess skills that will enable the teacher to perform the required responsibilities. Be physically able to perform required responsibilities.

Special Requirements:

	Occasional <u>1 - 32%</u>	Frequent <u>33 - 66%</u>	Constant <u>67% +</u>
1. Standing			X
2. Walking			X
3. Sitting			X
4. Lifting <u>25</u> lb max.....			X
5. Carrying <u>100</u> feet.....			X
6. Pushing / Pulling			X
7. Climbing / Balancing.....			X
8. Stooping / Kneeling / Crouching / Crawling.....			X
9. Reaching / Handling.....			X
10. Speaking / Hearing			X
11. Seeing / depth perception / color.....			X

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and building principal (or superintendent).

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Revised: 9/14/1998
4/25/2008

Millard Public Schools

The staff evaluation described in this handbook was developed and reaffirmed by the Staff Evaluation Development and Update Teams to support the mission of the Millard Public Schools:

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Purposes of Staff Evaluation within Millard Public Schools

Accountability:

- to ensure all students learn the academic and life skills necessary for responsible living
- to ensure that *Practices That Promote Successful Student Learning* continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and the district strategic plan with instructional improvement through staff development

Teacher Performance Criteria

Teachers will be evaluated with respect to the Millard Instructional Model: Practices That Promote Successful Student Learning. The defining attributes for evaluating instruction with respect to each of these practices are presented in this handbook. The practices and their defining attributes are supported through professional consensus and the research on practices that promote successful student learning.

It is essential that teachers review these practices and develop a clear understanding of the criteria, which serves as the basis of the teacher evaluation system. The practices and defining attributes used to evaluate instruction in Millard Public Schools includes a broad range of behaviors. They are used to guide teacher growth and development beyond competency to higher levels of proficiency.

Select Staff Performance Criteria

Select staff (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) will be evaluated with respect to the identified best practices for the specified position. The defining attributes for evaluating these positions with respect to each best practice are presented in this handbook.

It is essential that staff members review their best practices to develop a clear understanding of the criteria, which serve as the basis of the evaluation system. The practices are used to guide growth and development beyond competency to higher levels of proficiency.

Instructional Walk-through Observations for Teachers

Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on four areas when conducting instructional walk-through observations: Curriculum, Instruction, Student Engagement, and Safety (CISS).

Walk-through Observations for Select Staff

Evaluators are encouraged to conduct numerous walk-through observations for each select staff member each year. The date of each walk-through observation should be documented. Evaluators will focus on best practices for the specified position. (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) Walk-through observations may include meetings, classroom instruction, and interactions with students, staff, or parents.

Teacher & Select Staff Evaluation Cycle

Years 1-3 (Probationary Teachers & Special Circumstances)	Appraisal Phase
Year 4-and more	Continuous Growth Phase

- .5 FTE will remain in Appraisal Phase on Probationary Status for six years.
(79-825 Revised Statutes)
- An evaluator can move a teacher/select staff back to the Appraisal Phase at any time.

Intensive Assistance Program

When the standards for performance in the Millard Instructional Model for certificated staff or best practice for select staff are not met, the staff member may be placed in the Intensive Assistance Program. Intensive Assistance is part of the Appraisal Phase of the evaluation system. If Intensive Assistance is indicated, staff currently in the Appraisal Phase can be placed directly in Intensive Assistance. Staff currently in the Continuous Growth Phase will be moved to the Appraisal Phase at the time Intensive Assistance is indicated. Staff may move to the Appraisal Phase at any point in the evaluation process. Information about the Intensive Assistance Program may be found in this handbook.

Teacher Evaluation

Teacher Evaluation Phases

Appraisal Phase

All probationary teachers who have been employed with Millard three years or fewer will be in the Appraisal Phase until they move to permanent certificated status. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers. (Policy 4160.1)
2. Each teacher on the Appraisal Phase will have three classroom observations. The evaluator will record the dates on the Appraisal Report.
3. Two of the three observations should be full instructional periods. One full instructional period observation should be completed prior to winter break. The other full instructional period observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.
4. All three observations require a Post-observation Reflection Form completed by the teacher following the observation.
5. After each observation, a Post-observation Conference will take place between the teacher and evaluator. The teacher should bring the completed Post-observation Reflection Form to the conference. As a result of the dialogue during the conference, the evaluator will finalize the Classroom Observation Form.
6. By May 1, a Spring Conference will take place with the teacher and evaluator. Prior to the Spring Conference, the teacher will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report.
7. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates on the Appraisal Report.

Appraisal Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

By Winter Break ~ Conduct two classroom observations followed by the Post-observation Conference – one of these two observations should be for the full instructional period
~ Complete several instructional walk-through observations

By Spring Break ~ Conduct the third classroom observation followed by the Post-observation Conference – this observation should be for the full instructional period
~ Complete several instructional walk-through observations

By May 1 ~ Complete the Appraisal Report and conduct the Spring Conference

Continuous Growth Phase

All permanent certificated staff, 4 or more years with MPS, will be evaluated annually. Formal classroom observations are optional. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers. (Policy 4160.1)
2. By the end of September, a Fall Conference will take place with the teacher and evaluator to establish and discuss the teacher's continuous growth goal and plan of action. This goal should focus on student achievement. The teacher will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference.
3. Between December and February, the evaluator will communicate a progress check with teachers about their progress toward their continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.
4. Between February and April, a Spring Conference will take place with the teacher and evaluator to discuss the teacher's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The teacher will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:
 - Narrative of successful reteaching activities
 - Examples of student work
 - Examples of data from common formative assessments
 - Evidence of peer observations
 - Examples of student and/or parent feedback
 - Analysis of videotaped lesson(s)
 - Evidence of collaborative lesson study
 - Evidence of learning application from workshops, conferences, or staff development sessions
5. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates on the Continuous Growth Report.

Continuous Growth Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

August-September ~ Fall Conference

By Winter Break ~ Complete several instructional walk-through observations

December-February ~ Progress Check

By Spring Break ~ Complete several instructional walk-through observations

February-April ~ Complete the Continuous Growth Report and conduct the Spring Conference

Appraisal Phase Pre-observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

There may be more than one learning objective in a lesson. When completing the questions below, consider your main learning objective. Complete form and submit to your evaluator prior to the observation.

1. What will students know and be able to do because of this lesson?
(Skill/Concept)

2. Which level of Bloom's Taxonomy will be used in your lesson?
(Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

3. How will students learn it?
(Input/Strategies/Learning Activities - Attach your lesson plan or describe the anticipatory set, steps in lesson, closure, and assignment.)

4. How will you know students learned it?
(Output/Assessment)

5. How does your learning objective relate to an objective in the MEP Curriculum?

Use your answers in questions 1-4 to complete the following main learning objective for this lesson.

The learner will demonstrate

_____ of _____
 Bloom's Level of Thinking Skill/Concept

by _____
 Bloom's Power Word Output That Demos/Validates The Learning

6. How will you differentiate instruction for students who do not learn the concept/skill or who already know the concept/skill?

7. Are there any unusual circumstances, special considerations or prior instruction the evaluator should be aware of when observing this lesson?

Appraisal Phase Post-observation Reflection Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson and main learning objective. Complete this form prior to the post-observation conference with your evaluator. Bring two copies to the post-observation conference.

1. What was the main learning objective?

2. How does your main learning objective relate to an objective in the MEP Curriculum?

3. What went well with your lesson?

4. How do you know students mastered the main learning objective and what is your evidence?

5. Who were the students who did not meet the main learning objective?

6. What will you do to help these students learn the main learning objective?

7. Who were the students who already knew the concepts or skills?

8. How did you differentiate instruction for these students?

9. What, if anything, would you change about the lesson? Why?

10. Discuss your experience in the New Staff Induction Program and the additional support you need.

Appraisal Phase Classroom Observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____ Time In _____ Time Out _____

Grade(s) _____ Subject _____ School _____

1. Was the stated learning objective of the lesson observed?

The learner will demonstrate

_____ of _____
Bloom's Level of Thinking Skill/Concept

by _____
Bloom's Power Word Output That Demos/Validates The Learning

2. Activities observed

3. What specific instructional practices helped the students achieve the main learning objective?

4. What evidence is there that the main learning objective was met or not met?

5. Evaluator's comments (reflective questions, recommendations, and/or commendations) on the observation with respect to the MIM: *Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities) and overall work performance

6. Deficiencies noted in observation and/or overall work performance with steps for improvement

7. The classroom observation was for (check one) _____ an entire instructional period.
 _____ a partial instructional period.

 Evaluator's Signature

 Position

 Date

 Teacher's Signature

 Date

___ I concur with the analysis and recommendations.

___ I do not concur and I have a right to respond in writing.

Appraisal Phase Appraisal Report

Teacher's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Teacher's self-reflection of overall performance with respect to the *MIM: Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

What are your teaching strengths?

Where have you seen growth this year?

What are your areas of focus for next year?

Evaluator Comments

2. New Staff Induction Program

_____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.

_____ Year 1 - Mentoring

_____ Year 2 - Peer Coaching

_____ Year 3 - Productive Approaches for Teaching & Learning

Discuss your experience in the New Staff Induction Program and the additional support you need.

Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance with steps for improvement

6. Next Year's Phase

Appraisal Phase (continued) Continuous Growth Phase Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

7. Classroom Observation Dates

8. Instructional Walk-through Observations Dates

9. Recommended for

re-election conditional re-election dismissal

Evaluators Signature Position Date

Teacher's Signature Date

I concur with the analysis and recommendations.
 I do not concur and I have a right to respond in writing.

Continuous Growth Phase Continuous Growth Report

Teacher's Name _____

Evaluator's Name _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to or during the Fall Conference. The evaluator will complete numbers 4-12 throughout the year.

1. Continuous Growth Goal

The S.M.A.R.T. goal should be focused on student achievement. Teachers are encouraged to revise or add to the goal throughout the year as needed.

2. Action steps and timeline to meet the steps:

Action Steps	Timeline

3. Evaluation Criteria: How will you know if you met your goal?

Continuous Growth Phase Continuous Growth Reflection Form

Teacher's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form to the Spring Conference, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:

- Narrative of successful reteaching activities
- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s)
- Evidence of collaborative lesson study
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress towards your goal?

4. How did your work toward your goal affect student achievement?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Millard Instructional Model

Instructional Model

for

Millard Public Schools

(Revised 2006; 2007)

**5606 South 147th Street
Omaha, Nebraska
68137**

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- What does an effective teacher do to increase student achievement?
- What are important decisions teachers must make to effectively instruct?
- Why is successful classroom management vital to improved student achievement?
- Can a district model of instruction increase student achievement?
- Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

- 1) What will students know and be able to do?**
- 2) How will students learn it?**
- 3) How do we know if students learned it?**
- 4) What happens if students don't learn it or already know it?**

References for Millard Instructional Model Used Prior to 2005

Berliner, D.C. (1988). Implications of studies of expertise in pedagogy for teacher education and evaluation. In the Proceedings of the 1988 ETS Invitational Conference, *New directions for teacher assessment* (pp.39-65). Princeton, NJ: Educational Testing Service.

Connecticut State Department of Education, (1988). *Connecticut Competency Instrument*. Hartford, CT: The Connecticut State Department of Education, Bureau of Research and Teacher Assessment, P.O. Box 2219, Hartford, CT 06145.

Instructional Improvement Program, (1981-1994). Millard Public Schools, 5606 South 147th Street, Omaha, Nebraska 68137.

International Society for Technology in Education (ISTE), 2002. *National Educational Technology Standards for Teachers: Preparing Teachers to Use Technology*.

Iwanicki, Edward F. (1992). *A Handbook for Teacher Evaluation and Professional Growth*, State of Louisiana Department of Education, P.O. Box 94064, Baton Rouge, Louisiana 708084-9064.

NEA Resolution C-35, *Evaluation of the Professional Educator*.

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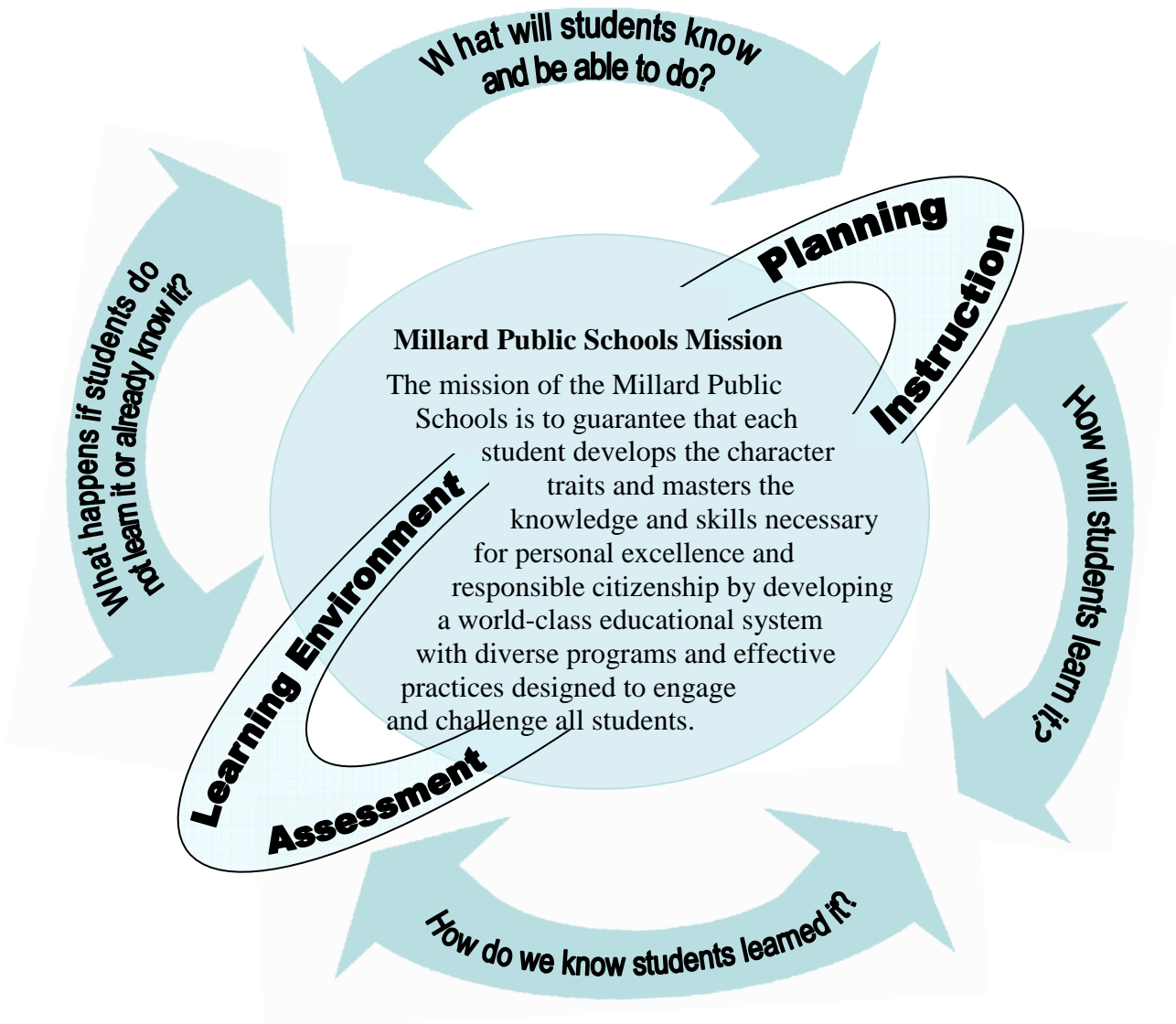
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References for Millard Instructional Model Used in 2005-2006

- Buehl, Doug. Classroom Strategies for Interactive Learning. International Reading Association, 2001.
- Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development, 1996.
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- Dufour, Richard et al. Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn. National Educational Service, 2004.
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- Marzano, Robert and MCREL Development Team. Effective Instructional Practices. Mid-continent Research for Education and Learning, 2000.
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- Millard Public Schools. Indicators of Effective Teaching. revised edition 2004.
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- Stronge, James. Handbook for Qualities of Effective Teachers. Association for Supervision and Curriculum Development, 2004.
- What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board. National Board for Professional Teaching Standards. www.nbpts.org/about/coreprops.cfm

Millard Instructional Model (MIM)

The Mission of MIM is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into four interdependent domains of learning. The fifth domain, Professional Responsibilities is included in the Teacher Evaluation Process.



**MILLARD INSTRUCTIONAL MODEL:
PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING**

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

- I. Students succeed because teachers plan with individual learning results in mind.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

- II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.
- III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.
- IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

Domain 3: Assessment

How do we know students learn it?

- V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.
- VI. Students who are not meeting individual learning goals are supported by proactive intervention.
- VII. Student grades reflect evidence of learning.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

- VIII. Students are engaged in a positive, productive environment established by the teacher.
- IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.
- X. Students are expected to meet challenging and differentiated learning goals.

Domain 5: Professional Responsibilities

- XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.
- XII. Teaching professionals perform school-related responsibilities.

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING QUICK REFERENCE

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

I. Students succeed because teachers plan with individual learning results in mind.

- A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
- B. Individualized assessment data are used to determine learning objectives for each student.
- C. Students are appropriately involved in teacher planning decisions.
- D. The teacher utilizes effective principles of learning in planning the unit and lessons.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

- A. Students understand daily, weekly and unit learning goals and objectives.
- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
- C. Students are actively engaged during the full instructional period.
- D. Students learn as a result of effective teacher input and modeling.
- E. Student thinking is facilitated by teacher questioning techniques.
- F. Students are actively engaged in their own learning.
- G. Preferred student learning styles and effective pedagogy are integral components of instruction.
- H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
- I. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
- J. Students are given opportunities to use technology as a tool in learning.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

- A. Intervention for remediation is immediate and ongoing.
- B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

- A. Students are helped to link new learning to past learning so that transfer will occur.
- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

- A. Effective assessment practices allow students to demonstrate learning and teachers to diagnose difficulties.
- B. Pre-assessment data is used to set goals and objectives.
- C. Assessment data is used during instruction to monitor understanding and adjust instruction.
- D. Technology resources support assessment of student learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

- A. Effective intervention plans are designed according to district guidelines.
- B. Students, parents, teachers and administrators implement an effective intervention plan.
- C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.
- B. Grading procedures of teachers are based on student achievement of performance standards.
- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

- A. A supportive culture for successful learning is evident.
- B. Students know and follow the procedures for the class.
- C. Physical space is safe and organized for learning.
- D. Students and teacher share mutual rapport and respect.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

- A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
- B. Students understand and follow established behavior guidelines.

X. Students are expected to meet challenging and differentiated learning goals.

- A. Goals are set at least annually.
- B. Students understand and are actively involved in their personal progress.
- C. Goals push students toward continual growth.

Domain 5: Professional Responsibilities**XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.**

- A. Teaching professionals pursue professional development to improve instruction.
- B. Teaching professionals assume responsibility for school and district improvement.

XII. Teaching professionals perform school-related responsibilities.

- A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
- B. Teaching professionals contribute to a positive school climate.
- C. Teaching professionals initiate parental involvement and support.
- D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

In-depth Explanation

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

I. Students succeed because teachers plan with individual learning results in mind.

- A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
 - 1. Written plans address required MEP curricular outcomes, state and national standards.
 - 2. Daily and weekly lessons are designed backwards from the unit objectives.

- B. Individualized assessment data are used to determine learning objectives for each student.
 - 1. Standardized and essential learner outcome results guide planning.
 - 2. Transition data from prior grades is included in planning.
 - 3. Unit/lesson formative and summative assessments determine next steps.

- C. Students are appropriately involved in teacher planning decisions.
 - 1. Student needs and interests are utilized in planning work that is challenging and differentiated.
 - 2. Students participate in developmentally appropriate goal setting.
 - 3. Students understand learning objectives, expected outcomes, assessments and the relevance of the content study.
 - 4. Students are motivated to be actively engaged as a result of involvement in planning.

- D. The teacher utilizes effective principles of learning in planning the unit and lessons.
 - 1. The teacher identifies desired results in terms of student learning.
 - 2. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.
 - 3. The teacher defines evidence of learning, including performance tasks and rubrics.
 - 4. The teacher provides time and instruction to promote student self-assessment.
 - 5. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.
 - 6. The teacher designs activities to motivate students to learn.
 - 7. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.
 - 8. The teacher provides opportunities for students to rehearse, rethink, revise and refine their work based upon timely feedback.
 - 9. The teacher provides opportunities for students to evaluate their work and set future goals.
 - 10. The teacher designs flexible lessons to meet the interests and learning styles of each student.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

- A. Students understand daily, weekly and unit learning goals and objectives.
 - 1. The teacher designs and shares daily learning objectives for student reference.
 - 2. Instructional strategies and learning activities correlate to the achievement of the stated objective.
 - 3. Students understand the relevance and expectations inherent in achieving objectives.

- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
 - 1. The teacher leads students to review past learning as a connection to current lessons.
 - 2. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
 - 3. The teacher plans activities to generate student interest in the learning.
 - 4. The teacher provides knowledge of results of learning to guide student efforts.
 - 5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.

- C. Students are actively engaged during the full instructional period.
 - 1. The teacher designs the start of each class as prime time for learning.
 - 2. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.

- D. Students learn as a result of effective teacher input and modeling.
 - 1. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
 - 2. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
 - 3. The teacher uses modeling to help students understand.
 - 4. The teacher uses visuals and/or technology to enhance learning.
 - 5. The teacher communicates clearly using precise language and acceptable oral expression.

- E. Student thinking is facilitated by teacher questioning techniques.
 - 1. Teacher uses questions that are open-ended.
 - 2. Teacher uses varying levels of questioning, inquiry, or reflection that range from concrete to abstract.
 - 3. Teacher uses questions that require both lower order and higher order thinking skills
 - 4. Teacher uses wait time appropriately.
 - 5. Teacher reinforces, dignifies, and builds on student responses.
 - 6. Teacher clarifies or rephrases questions and responses when necessary.

- F. Students are actively engaged in their own learning.
 - 1. Students ask relevant questions.
 - 2. Students actively listen.
 - 3. Students exchange and build on one another’s ideas.
 - 4. Students initiate exploration of ideas.

- G. Preferred student learning styles and effective pedagogy are integral components of instruction.
1. The teacher uses effective instructional strategies, including the following (from Marzano's work):
 - a. Comparing and contrasting
 - b. Summarizing and note taking
 - c. Reinforcing efforts and providing recognition
 - d. Designing appropriate homework and practice
 - e. Providing and encouraging non-linguistic representations of key points
 - f. Cooperative learning
 - g. Setting goals and providing feedback
 - h. Generating and testing hypotheses
 - i. Using cues, questions and advance organizers.
- H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
1. Pre-assessments indicate knowledge transfer from past learning by each student.
 2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
 3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.
- I. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
1. Students are actively engaged in meaningful guided practice.
 2. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.
 3. Guided practice is short in duration and includes smaller chunks of content.
 4. Students exert intense effort in their intent to learn.
 5. Students receive immediate formative feedback.
 6. As practice progresses, teachers include students as models.
 7. Students are guided to effective independent practice.
 8. Type and amount of practice is differentiated for each student.
 - a. Initial independent practice is formative in nature.
 - b. Independent practice is engaging and challenging.
 9. Students receive timely formative feedback from the teacher.
- J. Students are given opportunities to use technology as a tool in learning.
1. The teacher uses technology that is appropriate to the task or instruction.
 2. Students have sufficient access to and training in appropriate technology.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

- A. Intervention for remediation is immediate and ongoing.
- B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

- A. Students are helped to link new learning to past learning so that transfer will occur.
 1. New learning is “hooked” to past learning.
 2. Critical attributes of the content to be learned are identified.
 3. Students learn to “tie it all together” as they combine past and new knowledge.
 4. Students learn to apply knowledge to new situations.

- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.
 1. Differentiated opportunities for learning exist.
 2. The class environment is designed for student independence.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

- A. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.

- B. Pre-assessment data is used to set goals and objectives.

- C. Assessment data during instruction is used to monitor understanding and adjust instruction.

- D. Technology resources support assessment of student learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

- A. Effective intervention plans are designed according to district guidelines.
 1. The intervention focuses on the students’ individual learning needs.
 2. A pyramid of interventions provides increasing amounts of support.

- B. Students, parents, teachers and administrators implement an effective intervention plan.
 1. Educational professionals work collaboratively to achieve results.
 2. The teacher and other educational professionals provide flexible time for the student to achieve results.
 3. The intervention focuses on problem solving.
 4. The intervention fosters student responsibility, accountability, and independence.

- C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.
 1. Reports differentiate between the formative and summative assessment categories.
 2. Students have assessment choices.
 3. Students have ample opportunity to demonstrate achievement.
 4. Students are accountable for their work.
 5. Teachers post grades in a timely and accurate manner.
 6. Teachers update reports as students improve achievement.
 7. Students have several opportunities (method and number) to demonstrate mastery.
 8. The teacher provides quality assessments.
 9. The teacher accurately records evidence of student need and achievement.

- B. Grading procedures of teachers are based on student achievement of performance standards.
 1. Grades relate directly to identified learning goals.
 2. Performance standards are used to determine grades.

- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
 1. Feedback is given separately for formative assessments.
 2. Grades relate directly to individual student achievement through summative assessments.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

- A. A supportive culture for successful learning is evident.
 1. Students have ongoing feedback to know how they are progressing.
 2. Teacher takes personal interest in and knows student achievement and learning styles.
 3. Students are assisted in self responsibility and self monitoring.
 4. Teacher-student relationship is appropriate.

- B. Students know and follow the procedures for the class.
 1. Beginning of day and period procedures are routine and logical.
 2. Procedures for transitions focus student attention and minimize interruptions.
 3. Learning materials, support equipment and technology are used efficiently.
 4. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher-led activities.
 5. Students are involved in the establishment of rules and procedures.

- C. Physical space is safe and organized for learning.
 1. Safety procedures are defined and visible for student reference.
 2. The learning environment is organized to facilitate learning.
 3. Time on learning is maximized as a result of good organization of the learning environment.

- D. Students and teachers share a mutual rapport and respect.
1. An appropriate level of teacher control is in place.
 2. Students feel the teacher knows and takes personal interest in them.
 3. The tone between teacher and student is pleasant and appropriate.
 4. The teacher and students celebrate success.
 5. Students participate actively in the learning activities.
 6. The teacher designs activities to develop appropriate level of concern.
 - a. The teacher is highly visible to all students in the setting.
 - b. The teacher uses proximity to motivate students.
 - c. Questioning techniques encourage all students to participate.
 - d. The teacher demonstrates the appropriate use of humor.
 - e. The teacher demonstrates caring for each individual.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

- A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
1. Appropriate limits for unacceptable behavior and resulting consequences are established and followed.
 2. Acceptable behavior is acknowledged and reinforced.
- B. Students understand and follow established behavior guidelines.
1. Bullying or exclusion is not tolerated.
 2. Teacher anticipates problems and reacts immediately.
 3. Effective procedures for record keeping are followed.

X. Students are expected to meet challenging and differentiated learning goals.

- A. Goals are set at least annually.
- B. Students understand and are actively involved in their personal progress.
1. Assessment reports provide appropriate information to support the student.
 2. Student/parent/teacher conferences and communications focus on individual student learning and achievement.
 3. Students are involved in self reflection about their learning.
 4. Learning goals are reviewed and revised as appropriate.
- C. Goals push students toward continued growth.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

- A. Teaching professionals pursue professional development to improve instruction.
 1. Teaching professionals apply professional development growth experiences to improve content knowledge and pedagogical skill.
 2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
 3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.
- B. Teaching professionals assume responsibility for school and district improvement.
 1. Teaching professionals work cooperatively to identify areas where school and district programs need to be strengthened.
 2. Teaching professionals participate in the implementation of improvement plans.

XII. Teaching professionals perform school-related responsibilities.

- A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
 1. Teaching professionals carry out school related duties by adhering to established laws, policies, rules, and regulations.
 2. Teaching professionals adhere to the Professional Code of Ethics (Board Policy 4155).
- B. Teaching professionals contribute to a positive school climate.
 1. Teaching professionals foster healthy relationships with others.
 2. Teaching professionals demonstrate enthusiasm for their profession and express concerns in a constructive manner.
 3. Teaching professionals are involved in school activities to enrich the school learning environment.
- C. Teaching professionals initiate parental involvement and support.
 1. Teaching professionals clearly communicate the objectives and expectations of the course and/or grade level to students and parents to engage families in the instructional program.
 2. Teaching professionals accurately maintain student records and effectively communicate student progress in a variety of methods to students and parents.
- D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.
 1. Teaching professionals apply technology to increase productivity.
 2. Teaching professionals continually evaluate professional practice regarding the use of technology in support of student learning.
 3. Teaching professionals model an understanding of the social, ethical, legal, and human issues surrounding the use of technology.

Select Staff Evaluation

**Counselors
Social Workers
School Psychologists
Special Education Itinerant Staff
Information/Technology Specialists**

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Appraisal Phase

All probationary select staff who have been employed with Millard three years or fewer will be in the Appraisal Phase. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)
2. Each staff member on the Appraisal Phase will have three classroom/meeting observations. The evaluator will record the dates on the Appraisal Report.
3. Two of the three observations should be full instructional periods/meetings. One full observation should be completed prior to winter break. The other full observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.
4. All three observations require a Post-observation Form completed by the staff member following the observation.
5. After each observation, a Post-observation Conference will take place between the staff member and evaluator. The staff member should bring the completed Post-observation Form. As a result of the dialogue during the conference, the evaluator will finalize the Classroom/Meeting Observation Form. (For school psychologists, the building administrator will conduct the Classroom/Meeting Observations for psychologists and share information with the Director of Pupil Services.)
6. By May 1, a Spring Conference will take place with the staff member and evaluator. Prior to the Spring Conference, the staff member will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.)
7. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Appraisal Phase Time Line for Evaluators

- | | |
|------------------|--|
| August-September | ~ Review evaluation procedures with all select staff (Policy 4160.1) |
| By Winter Break | ~ Conduct two classroom/meeting observations followed by the Post-observation Conference - one of these two observations should be for the full instructional period/meeting
~ Complete several walk-through observations |
| By Spring Break | ~ Conduct the third classroom/meeting observation followed by the Post-observation Conference – this observation should be for the full instructional period/meeting
~ Complete several walk-through observations |
| By May 1 | ~ Complete the Appraisal Report and conduct the Spring Conference |

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Continuous Growth Phase

All select staff members, 4 or more years with MPS, will be evaluated annually. However, formal classroom/meeting observations are optional. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignment within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)
2. By the end of September, a Fall Conference will take place with the staff member and evaluator to establish and discuss the staff member's continuous growth goal and plan of action. This goal should focus on student achievement/progress. The staff member will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference. (For school psychologists, the Director of Pupil Services will conduct the Fall Conference.)
3. Between December and February, the evaluator will communicate a progress check with the staff members about their progress toward their continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.
4. Between February and April, a Spring Conference will take place with the staff member and evaluator to discuss the staff member's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The staff member will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.) Examples include, but are not limited to:
 - Examples of student work
 - Examples of data from common formative assessments
 - Evidence of peer observations
 - Examples of student and/or parent feedback
 - Analysis of videotaped lesson(s) or meeting (s)
 - Evidence of learning application from workshops, conferences, or staff development sessions.
5. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Continuous Growth Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
August-September	~ Fall Conference
By Winter Break	~ Complete several walk-through observations
December-February	~ Progress Check
By Spring Break	~ Complete several walk-through observations
February-April	~ Complete the Continuous Growth Report and Spring Conference

4. What feedback did you receive from student/parent/teacher indicating they achieved understanding and the goal(s)/objective(s) were met for this lesson/meeting?

5. Did the student/parent/teacher have difficulties or concerns with the lesson/meeting? If so, what difficulties or concerns? How were the difficulties or concerns addressed?

6. If you had the opportunity to do this lesson/meeting again with the same student/parent/teacher, what would you do differently?

Appraisal Phase Classroom/Meeting Observation Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date _____ Time In _____ Time Out _____

Grade(s) _____ Subject _____ School _____

1. Evaluator's comments (reflective questions, recommendations, and/or commendations) on the observation with respect to the practices for the specified position and overall work performance

2. Deficiencies noted in observation and/or overall work performance with steps for improvement

3. The observation was for (check one) _____ an entire instructional period.

_____ a partial instructional period.

Evaluator's Signature

Position

Date

Staff Member's Signature

Date

___ I concur with the analysis and recommendations.

___ I do not concur and I have a right to respond in writing.

Appraisal Phase Appraisal Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Staff member's reflection of overall performance with respect to the practices for the specified position.

What are your professional strengths?

Where have you seen growth this year?

What are your areas of focus for next year?

Evaluator Comments

2. New Staff Induction Program

_____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.

_____ Year 1 - Mentoring

_____ Year 2 - Peer Coaching

_____ Year 3 - Productive Approaches for Teaching & Learning

Discuss your experience in the New Staff Induction Program and the additional support you need.

Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance with steps for improvement

6. Next Year's Phase

Appraisal Phase (continued) Continuous Growth Phase Intensive Assistance
 Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

7. Observations Dates

8. Walk-through Observations Dates

9. Recommended for

re-election conditional re-election dismissal

Evaluator's Signature	Position	Date
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Staff Member's Signature	Date
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I concur with the analysis and recommendations.
 I do not concur and I have a right to respond in writing.

Continuous Growth Phase Continuous Growth Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-3 prior to or during the Fall Conference. The evaluator will complete numbers 4-12 throughout the year.

1. Continuous Growth Goal

The S.M.A.R.T. goal should be focused on student achievement/progress. Staff members are encouraged to revise or add to the goal throughout the year as needed.

2. Action steps and timeline to meet the steps:

Action Steps	Timeline

3. Evaluation Criteria: How will you know if you met your goal?

Continuous Growth Phase

Continuous Growth Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form prior to the Spring Conference, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:

- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s) or meeting (s)
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress toward your goal?

4. How did your work toward your goal affect student achievement/progress?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Practices for Select Staff

Practices That Promote Successful School Counseling

Standard 1: The professional school counselor implements the **Guidance Curriculum Component** through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- A. The professional school counselor teaches guidance units effectively.
- B. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the **Individual Planning Component** by guiding individuals and groups of students and their parents through the development of educational and career plans.

- A. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
- B. The professional school counselor demonstrates accurate and appropriate interpretation of assessment behavioral data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the **Responsive Services Component** through the effective use of individual and small group counseling, consultation, and referral skills.

- A. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
- B. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.
- C. The professional school counselor implements an effective referral process with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the **System Support Component** through effective guidance program management and support for other educational programs.

- A. The professional school counselor provides a comprehensive and balanced guidance program by analyzing the building and district data to address building needs.
- B. The professional school counselor provides support for other programs.

Standard 5: The professional school counselor uses **professional communication** and interaction with the school community.

- A. The professional school counselor demonstrates positive interpersonal relations with students.
- B. The professional school counselor demonstrates positive interpersonal relations with education staff.
- C. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills **professional responsibilities**.

- A. The professional school counselor demonstrates a commitment to ongoing professional growth.
- B. The professional school counselor possesses professional and responsible work habits.
- C. The professional school counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.

Reference the following table for alignment of counseling functions recommended by the American School Counselor Association.

Delivery System Component	Elem. School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

Practices That Promote Successful School Social Work

Standard 1: The school social worker demonstrates knowledge and understanding basic to the social work profession and school social work.

- A. Demonstrates an understanding of human behavior in the social environment and is skilled in implementing various practice modalities to empower disadvantaged and oppressed populations.
- B. Demonstrates knowledge and understanding basic to the social work profession.
- C. Organizes time, energies and workloads to fulfill responsibilities.
- D. Maintains adequate safeguards for the privacy and confidentiality of information.

Standard 2: The school social worker demonstrates an understanding of the backgrounds and broad range of experiences that shape students' approaches to learning.

- A. Demonstrates knowledge about child development and biological factors that affect students' ability to function effectively in school.
- B. Demonstrates knowledge of the influences of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students.

Standard 3: The school social worker demonstrates knowledge and understanding of the organization and structure of the school district.

- A. Demonstrates knowledge and understanding of the local school district.
- B. Demonstrates knowledge and general understanding about approaches to teaching and learning.

Standard 4: The school social worker demonstrates knowledge and understanding of the reciprocal influences of home, school, and community.

- A. Demonstrates knowledge and understanding about how family dynamics, health, wellness, mental health, social welfare policies, programs, and resources in the community impact student's success in the school environment.

Standard 5: The school social worker demonstrates skills in systematic assessment and investigation.

- A. Gathers information using multiple methods and sources to assess the needs, characteristics and interactions of students, families, school district personnel individuals, and groups in the neighborhood and community.
- B. Collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect students' learning.

Standard 6: The school social worker selects and applies a variety of prevention and intervention methods to enhance students' educational experiences.

- A. Demonstrates skills to assess problems and determine whether interventions should occur at the primary, secondary or tertiary level.

Standard 7: The school social worker develops consultative and collaborative relationships with colleagues, parents, and community resources to support student learning and well being.

- A. Works effectively with individuals and groups who have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social, and emotional well being and safety of students.

Standard 8: The school social worker promotes collaboration with and among human service agencies and facilitates student and family access to these services.

- A. Supports the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.
- B. Coordinates community resources that support students' success.

Standard 9: The school social worker assumes responsibility for continued professional development in accordance with state requirements and school district policy.

- A. Knowledgeable of reforms in education and best practice models in the social work profession.
- B. Assists in the ongoing development of school social work.
- C. Provides field instruction through the supervision of school social work interns.

Standard 10: The school social worker demonstrates commitment to the values and ethics of the social work profession.

- A. Is informed about the National Association of Social Workers (NASW) Code of Ethics.
- B. Adheres to the NASW Code of Ethics.

Practices That Promote Successful School Psychologists

Standard 1: Personal qualities

- A. Flexibility: Adjusts to sudden changes in a situation with a minimum loss of efficiency.
- B. Dependability: Follows through with the service or referrals necessary to complete a task.
- C. Sincerity: Exhibits a genuine interest in the experiences and plans of the clients and staff.
- D. Judgment: Assesses situations and makes sound decisions for a future course of activities.
- E. Resourcefulness: Adapts with effectiveness and purpose to situations. Experiments with techniques and materials that are in harmony with school policy.
- F. Effective time management: Prioritizes time to meet the needs of situations and is efficient and effective in managing time in performing school psychology functions.
- G. Rapport with professional personnel: Has ability to develop staff relations, which will promote sound school psychology practices and implement programs effectively.

Standard 2: Consults with school administrators

- A. Helps develop appropriate learning objectives for children.
- B. Assists in the planning of developmental and remedial programs for pupils in regular and special school programs.
- C. Helps establish time priorities for the delivery of school psychological services within each building.
- D. Assists in improving learning and in facilitating better conditions within the school.

Standard 3: Consults with professional staff

- A. Helps in development and implementation of classroom methods and procedures designed to facilitate pupil learning.
- B. Helps in development and implementation of techniques for appropriate remediation and management of students with learning and behavior disorders.
- C. Communicates the results of psychological assessments in a way that is meaningful to the professional staff and will be of maximum help to the pupil.

Standard 4: Consults with parents

- A. Assists in understanding the learning and adjustment processes of their children.
- B. Interprets results of psychological assessments.
- C. Recommends, when appropriate, behavior management programs.
- D. Suggests methods to directly assist their children educationally.

Standard 5: Demonstrates knowledge of the field

(Including the administration and interpretation of all psychological measures when the assessment of individual learning and adjustment is indicated.)

- A. Demonstrates competence in administration and interpretation of psychological measures used for evaluating, re-evaluating, and assisting in program planning for children in the school district.
- B. Demonstrates understanding of criteria for verification of handicapping conditions of pre-school and school age children with educational, mental, physical, and/or emotional handicaps.
- C. Determines the eligibility of children for early entrance into kindergarten in accordance with Nebraska state criteria and school board policy.
- D. Assists in the identification of planning for academically gifted and talented students.
- E. Demonstrates knowledge of psychological theory as applied to school psychology and keeping informed on developments in school psychology theory and practices.

Standard 6: Functions effectively as a member of the multidisciplinary team

- A. Arrives promptly at multidisciplinary team meeting.
- B. Is prepared for each team meeting.
- C. Demonstrates effective communication skills in interactions with other team members.
- D. Promotes good staff relations.
- E. Prepares written reports in a timely manner.

Standard 7: Effectively carries out departmental functions within assigned time limits**Standard 8: Conducts research appropriate to school district goals****Standard 9: Conducts inservice education for professional staff concerning psychological concepts applicable to the school setting****Standard 10: Consults with professional personnel within the community, acts as a liaison between community resources and the school, and makes referrals to appropriate resources within the community**

Practices That Promote Successful Special Education Itinerant Staff

Standard 1: Personal Skills

- A. Shows flexibility
- B. Models dependability
- C. Demonstrates professionalism
- D. Demonstrates appropriate judgment
- E. Demonstrates resourcefulness
- F. Exhibits a positive, respectful, and cooperative attitude when working with students, parents, colleagues, and administrators
- G. Expresses and deals with concerns in a constructive manner
- H. Communication is clear and uses precise and understandable language and acceptable oral expressions

Standard 2: Effective Time Management

- A. Allocates time appropriate to the situation
- B. Establishes routines that ensure work-related time is used appropriately
- C. Is available to staff and parents
- D. Demonstrates proficiency at managing personal calendar
- E. Carries out job responsibilities within assigned time limits
- F. Observes departmental guidelines and timelines in planning purchases and expending funds

Standard 3: Knowledge of the Field

- A. Demonstrates a high degree of knowledge, understanding, and skill with respect to the identified field of specialization
- B. Demonstrates proficiency in using equipment and technology specific to the identified field of specialization
- C. Keeps abreast of developments within the identified field of specialization

Standard 4: Relationship with Students

- A. Maintains control and demonstrates self-confidence in working with students
- B. Establishes rapport through positive verbal and non-verbal exchanges
- C. Demonstrates patience, acceptance, empathy, and interest

Standard 5: Collaboration

- A. Consults with parents, teachers, and other school staff regarding ways to facilitate student learning
- B. Demonstrates effective consultative behaviors
- C. Interprets district and departmental policies, procedures, and programs to parents and teachers
- D. Acts as a resource to parents, teachers, and other staff
- E. Conducts in-service sessions for staff and parents to disseminate information and facilitate the application of strategies
- F. Initiates communication, planning, and other activities that assure effective services to students

Standard 6: Intervention/Direct Services and Assessment/Evaluation

- A. Identifies appropriate learning objectives and recommends effective intervention strategies for individual students
- B. Conducts valid assessments within the identified field of specialization in accordance with professional standards
- C. Analyzes and interprets information to make recommendations regarding the educational needs of students
- D. Effectively communicates student progress to parents and teachers
- E. Functions effectively as a member of Multidisciplinary and IEP Teams

Standard 7: Professional Responsibilities and Personal Development

- A. Adheres to established laws, policies, rules, and regulations
- B. Exhibits a 'team' attitude when working with colleagues and administrators
- C. Accepts responsibility for and participates in work-related and other professional activities
- D. Attends department and district meetings as scheduled
- E. Participates in committee activities related to department priorities and concerns or district pursuits
- F. Manages information related to the school, district, students, and their families so confidentiality is maintained and respected

Practices That Promote Successful Information/Technology Specialists

Standard 1: Planning

- A. Works with classroom teacher and administrators to plan integrated information literacy instruction
- B. Seeks input from students and staff when planning collection purchases.
- C. Follows building and district guidelines for purchasing.
- D. Assists teachers in the preview and selection of information materials and tools for classroom instruction.

Standard 2: Management

- A. Trains, collaborates with, and supervises paraprofessionals assigned to the Information Center.
- B. Maintains a balanced collection of print and electronic resources.
- C. Provides timely and accurate inventories, reports, and information.
- D. Supervises care of equipment and repair procedures.
- E. Manages time efficiently and maintains a flexible schedule in a business-like manner.
- F. Uses effective skills of communication in relating to parents, volunteers, and staff.
- G. Provides leadership in technology integration.
- H. Follows district selection policy, which includes procedures for reconsideration of materials.
- I. Exhibits a pleasant, friendly, and cooperative attitude toward staff and students.
- J. Develops and maintains effective working relationships among school staff.

Standard 3: Instruction

- A. Provides systematic instruction in information literacy skills.
- B. Communicates instructional objectives to students.
- C. Shows how present topic is related to topics that have been taught or will be taught.
- D. Relates subject topics to existing student experiences.
- E. Uses responses, questioning techniques, and/or guided practices to involve all students.
- F. Uses signaled responses, questioning techniques, and/or guided practices to involve all students.
- G. Teaches the instructional or learning objectives through a variety of methods.
- H. Gives directions that are clearly stated and related to the learning objectives.
 - I. Demonstrates the desired skill or process.
 - J. Checks to determine if students are progressing toward stated objectives.
- K. Uses principles of differentiation in instruction.
- L. Summarizes or identifies a context about what has been taught.
- M. Clearly defines expected student behavior.
- N. Treats students with respect and dignity.

Standard 4: Environment

- A. Establishes and maintains a pleasant, safe, and orderly climate conducive to learning.
- B. Encourages students to develop life-long reading, listening, and thinking skills.
- C. Publicizes programs, services, and materials through newsletters, announcements, and/or web pages.

Standard 5: Assessment

- A. Evaluates media program effectiveness.

Standard 6: Professional Responsibilities

- A. Supports professional organizations.
- B. Provides staff development in the area of technology/information integration.
- C. Serves on building and district committees for curriculum development and implementation.
- D. Adheres to district, department, and building policies.

Standard 7: Technology Support

- A. Provides input to and assists in the implementation of technology at building and district level.
- B. Assists in the selection of appropriate materials, media, and supplies that support student learning and district curriculum.
- C. Assists in the planning, implementation, and evaluation of technology staff development at the building level.
- D. Serves as a liaison between the building, staff community, and technology division.
- E. Is knowledgeable about copyright, software licensing, and Internet filtering.
- F. Assists with technology set-ups, inventories, and troubleshoots technical problems.
- G. Is knowledgeable in the use and backup of the building fileserver.
- H. Is knowledgeable in the use of the district WAN and Internet.
- I. Assists in problem-solving appropriate uses of technology in an educational setting.
- J. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.
- K. Works with site and district planning/advisory teams as requested.
- L. Attends monthly meetings and training sessions as requested.
- M. Remains current in appropriate technology knowledge.

School Nurse Evaluation

School Nurse Evaluation

School nurses are evaluated by the building administrator assigned by the Director of Pupil Services.

School nurses in their first year with Millard will be mentored by the MPS Head Nurse. The new school nurse will have a buddy in each building he/she works, which is assigned by the building administrator.

1. By the end of September, a Fall Conference will take place with the school nurse and evaluator to establish and discuss the school nurse's growth goal and plan of action. The school nurse will complete the assigned sections on the Reflection Form prior to or during the Fall Conference. The evaluator will record the goal on the Evaluation Report.
2. Between February and April, a Spring Conference will take place with the school nurse and evaluator. Prior to the Spring Conference, the school nurse will complete the assigned sections of the Reflection Form. As a result of the dialogue during the conference, the evaluator will finalize the Evaluation Report.
3. Throughout the year, the evaluator will conduct several walk-through observations focusing on the Practices That Promote Successful School Nursing. The evaluator will record the dates on the Evaluation Report.

School Nurse Evaluation Time Line for Evaluators

August-September ~ Fall Conference

By Winter Break ~ Complete several walk-through observations

By Spring Break ~ Complete several walk-through observations

February-April ~ Complete the Evaluation Report and conduct the Spring Conference

Reflection Form for School Nurses

School Nurse's Name _____

Evaluator's Name _____

School _____ Date _____

The school nurse will complete numbers 1-4 prior to or during the Fall Conference. The school nurse will complete numbers 5-12 prior to the Spring Conference.

1. Continuous Growth Goal

2. Rationale: Why did you select this goal?

3. Action Steps and Timeline

4. Evaluation Criteria: How will you know if you met your goal?

The school nurse will complete numbers 5-12 prior to the Spring Conference.

5. What have you accomplished toward your goal?

6. What existing information supports that you have met your goal?

7. How did your work toward your goal affect student health?

8. What did you learn from your work toward your goal thus far?

9. What are your next steps?

Work Related To Professional Responsibilities

10. List Continuing Education Units (CEU) you have completed this school year.

11. List in-services you have presented this school year.

12. List building/district/community responsibilities you have participated in this school year.

Evaluation Report for School Nurses

School Nurse's Name _____

Evaluator's Name _____

School _____

1 = Proficient: The school nurse consistently does this well.
2 = Progressing: The school nurse usually accomplishes this professional skill well; however, there is a need to continue to improve this area.
3 = Needs Improvement: There is a need to improve in this area.
NA = Not Applicable

Evaluator can obtain input from the MPS head nurse on the indicators identified with a *, as appropriate.

Practices That Promote Successful School Nursing	Indicators	Rating
I. Personal-Professional Preparedness	A. Reflects professional leadership abilities in mature, self-directed goal-setting, decision-making, and action-taking activities.*	1 2 3 NA
	B. Provides nursing services and health screenings within the defined limits of school district policies, rules, and procedures.*	1 2 3 NA
	C. Knows and complies with state school laws, regulations, and recommendations regarding school health and nurse services.*	1 2 3 NA
	D. Participates in the appropriate number of Continual Educational Units (CEU) activities.*	1 2 3 NA
II. Health Room Management	A. Creates an emotional and physical environment conducive to the maintenance of a safe, orderly, and attractive work area.	1 2 3 NA
	B. Anticipates supply and equipment needs appropriate for maintaining a continuous, functional school health program.*	1 2 3 NA
	C. Develops a program that assures safe, ongoing emergency health care in the absence of the nurse.	1 2 3 NA
	D. Initiates planning for appropriate communication with principal and faculty to ensure an ongoing health program.	1 2 3 NA
	E. Maintains accurate, updated records of health information on all students and makes provisions for the timely and accurate management of incoming and outgoing records and reports.*	1 2 3 NA
	F. Initiates referrals and follow-up relevant to unmet health needs of students and makes appropriate distribution of health information to necessary staff.	1 2 3 NA

Practices That Promote Successful School Nursing	Indicators	Rating			
III. Pupil-Nurse Relationships	A. Demonstrates an honest, caring attitude that invites student trust.	1	2	3	NA
	B. Demonstrates a capacity to see the student as a total person rather than a physical, social, or educational problem.	1	2	3	NA
	C. Demonstrates consistent behavior in assisting students with management of health problems.	1	2	3	NA
	D. Possesses resourcefulness and skill in assisting students with health maintenance needs.	1	2	3	NA
	E. Upholds and maintains student and staff confidentiality.	1	2	3	NA
IV. Practice Skills And Knowledge	<u>A. Health Service</u>				
	1. Possesses skills appropriate for meeting school health emergencies.	1	2	3	NA
	2. Demonstrates full range of knowledge and skills in health appraisal techniques.	1	2	3	NA
	3. Allocates appropriate job function to health paraprofessionals / support personnel.*	1	2	3	NA
	4. Utilizes appropriate resources within the school and community to promote optimum delivery of health care services.	1	2	3	NA
	5. Anticipates building-level health maintenance needs and serves as health team leader in school-community activities for communicable disease control.	1	2	3	NA
	<u>B. Health Counseling</u>				
	1. Demonstrates sensitivity to students' need to be heard as well as to be helped.	1	2	3	NA
	2. Interprets and utilizes health information with good judgment and professional skill.	1	2	3	NA
	3. Assists students, parents, and school faculty in exploring alternate approaches to meeting health care needs.	1	2	3	NA
	4. Participates in a helping relationships with individuals or families in crisis intervention.	1	2	3	NA
5. Initiates planning for staff-nurse conferences at appropriate intervals to consider the physical, social, and emotional health of each child.	1	2	3	NA	

Practices That Promote Successful School Nursing	Indicators	Rating			
IV. Practice Skills And Knowledge Continued	<u>C. Health Education</u>	1	2	3	NA
	1. Utilizes health room service as a vehicle for direct and indirect health teaching.	1	2	3	NA
	2. Serves as resource person to school faculty and nurse staff in special areas of expertise.	1	2	3	NA
V. Public Relations	3. Provides creative, individual learning experiences relevant to health information needs to equip students to make constructive decisions regarding health behavior.	1	2	3	NA
	A. Assists in establishing and maintaining a positive school-community relationship.	1	2	3	NA
	B. Demonstrates a capacity for responding to the public in a positive and constructive manner.	1	2	3	NA
	C. Interprets and conducts school health program in a manner that elicits positive support from students, parents, school, and community.	1	2	3	NA
VI. Health Appearance	D. Recognizes the parent to be an extension of the school health program and invites parent involvement in health care planning.	1	2	3	NA
	A. Keeps grooming and personal attire appropriate to professional duties of school nurse practice.	1	2	3	NA
	B. Maintains poise and stability in student, parent, and peer relationships.	1	2	3	NA
	C. Demonstrates a positive attitude in the performance of duties.	1	2	3	NA

Fall Conference

Date _____

Professional Growth Goal _____

School Nurse's Signature _____

Evaluator's Signature _____

Walk-through Observation Dates

Spring Conference

Date _____

Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

Deficiencies noted in overall work performance with steps for improvement

School Nurse's Signature _____

Evaluator's Signature _____

Recommended for: Re-election Conditional Re-election Dismissal

I concur with the analysis and recommendations.

I do not concur and I have a right to respond in writing

District Level Leaders Evaluation

District Level Leaders Evaluation

Due to the unique role of each district level leader, the following process has been designed to guide supervisors in evaluating these positions. District level leaders and their evaluators will meet collaboratively throughout the process in order to best define and meet the needs of those being evaluated.

District Level Leader Positions

These positions defined as certificated staff members who are in district-wide leadership positions while serving in non-administrative capacities. These positions include:

- Administrative Interns
- CADRE Associates
- Coordinators not assigned as administrators
- District Department Heads not assigned general classroom responsibilities
- MEP Facilitators including Curriculum & Instruction, Staff Development and Technology
- Program Support Specialists
- Special Education Program Facilitators
- Interventionists

Purpose

The evaluation process involving district level leaders ensures they are collaborating with district staff to provide curriculum and instructional support, staff development, and organized efforts to assist district staff in meeting the objectives and mission of the Millard Public Schools. As with other certificated staff members, the process is also designed to foster continuous professional growth.

Mutual Commitments

- Connect job descriptions to the operational level with precision and conciseness as to what the job responsibilities include and deem essential.
- Afford the opportunity to define why leaders do what they do while providing the criteria used to measure successful achievement towards their Mutual Commitments.
- Are discussed and agreed upon by the district level leader and evaluator.
- Are reviewed once during a conference prior to Winter Break and once again prior to Spring Break.

Observation(s)

- Provide the opportunity for evaluators to observe the district level leaders facilitating or participating in a meeting, staff development sessions, or other related activities connected to their leadership positions.
- Prior to the observation, the district level leader will provide an agenda or plan, objective, and/or relevant tasks which could be noted during the observation.
- After the observation, the district level leader self-reflects prior to meeting with the evaluator. The reflection could include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
- As a result of the post-conference dialogue, the evaluator will finalize the post-observation form and share it with the district level leader.
- District level leaders will be formally observed twice a year until they have served in their role for three years. Beginning with the fourth year, district level leaders will be formally observed once.

Annual Evaluation Report

- Aligns overall performance to Mutual Commitments
- Provides for self-reflection about performance in relation to Mutual Commitments prior to the Annual Evaluation Conference.
- Evaluators will complete a summary of overall performance with respect to the district level leader's Mutual Commitments, and dates of when the observation(s) and conference(s) were held prior to the Annual Evaluation Report Conference.

Time Line For Evaluators

August	~ Review evaluation process with district level leader ~ Fall Conference to determine and draft Mutual Commitments
September	~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and post-conference for those in role three years or less ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation and post-conference for those in role three years or less ~ Conduct observation and conference for those in role more than three years ~ Conference to review progress towards Mutual Commitments
May	~ Complete the Evaluation Report and conduct Evaluation Conference

Observation Form for District Level Leaders

Staff Member's Name _____

Position _____ Observation Date _____

Evaluator's Name _____

1. Name of activity observed

2. Summary of activity observed

3. Self-reflection: *What went well? What could be done differently? What are next steps? Was progress made towards the objective?*

4. Evaluator's summative comments on observation and overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in observation and/or overall work performance with steps for improvement

Evaluator's Signature	Position	Date
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Staff Member's Signature	Date
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I concur with the analysis and recommendations.
 I do not concur and I have a right to respond in writing.

Evaluation Report for District Level Leaders

Staff Member's Name _____

Position _____

Evaluator's Name _____

(District Level Leader completes 1-2. Evaluator completes 3-4.)

1. Self-reflection summary of overall performance with respect to Mutual Commitments:

2. Self-reflection with respect to personal goals: *Did I accomplish what I expected this year? What are my strengths as a leader? Where have I seen growth this year? What are my areas of focus for next year?*

3. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

4. Deficiencies noted in overall work performance with steps for improvement

Observation Date(s)

Post-observation Conference Date(s)

Evaluator's Signature

Position

Date

Staff Member's Signature

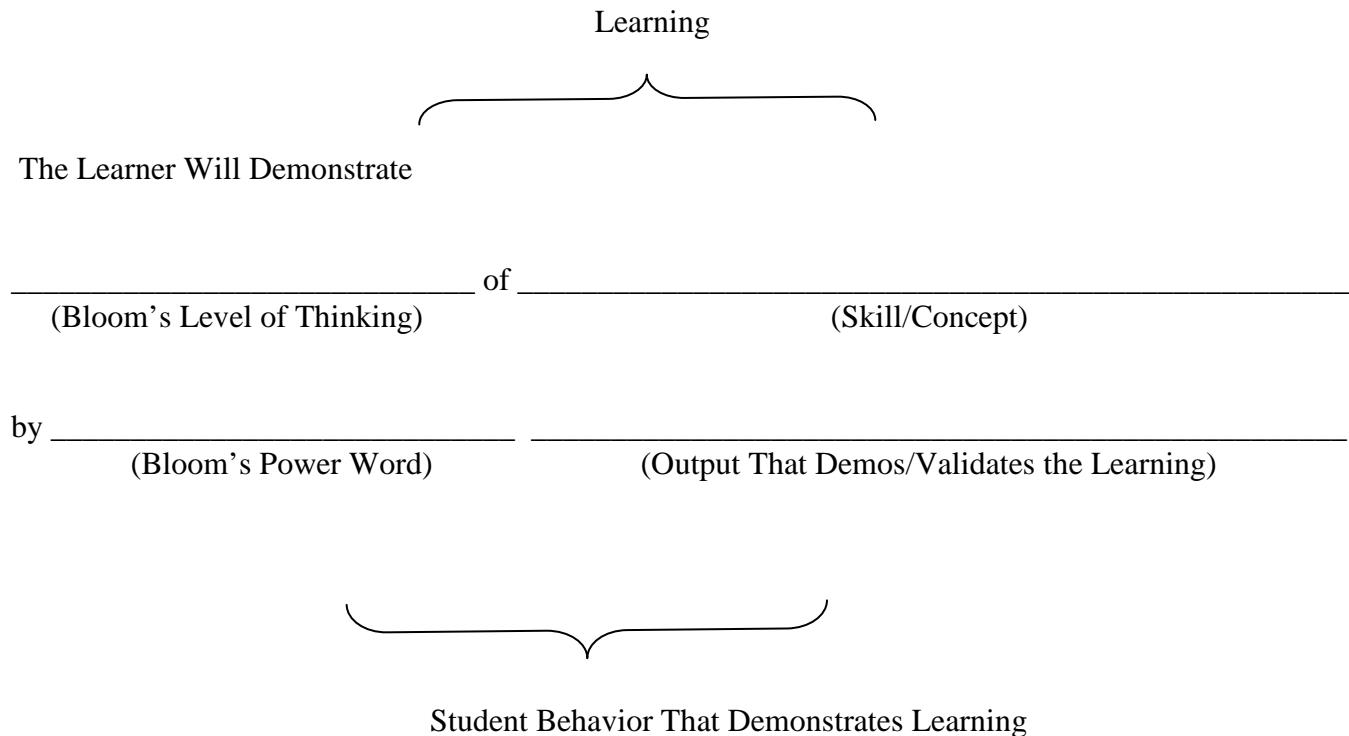
Date

I concur with the analysis and recommendations.

I do not concur and I have a right to respond in writing.

Additional Resources

Formulate Learning Objectives



Teach to the Objective

In order to teach to an objective, the teacher needs to formulate the objective so the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a Learning Objective

There are two parts to writing an objective; the learning and the behavior that demonstrates the learning.

1. The learning consists of Bloom’s Level of Thinking and the skill or concept that relates to the Millard curriculum.
 - Reflect on the question: What are my students going to learn and at what level of thinking are they going to learn it?
2. The student behavior that demonstrates the learning includes a Bloom’s Power Word that reflects the Bloom’s Level of Thinking and a measurable activity that demonstrates learning.
 - Reflect on the question: What will my students do to show their individual learning of the skill or concept that was taught?

Descriptions of the Major Categories of Bloom's Taxonomy

Knowledge—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are defines, describes, identifies, labels, and states.

Comprehension—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: covert, explain, summarize, and generalize.

Application—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and theories. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagrams, discriminates, outlines, separates, and selects.

Synthesis—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and revises.

Evaluation—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

S.M.A.R.T. Goals

Specific and Strategic
 Measurable
 Attainable
 Results-oriented
 Time-bound

Goals about improving student learning based upon data

1. Identify an important skill or concept (make this choice based on data from past students – choose based on priority for improving student performance) that you will all give a common assessment on to measure student learning.
2. Create a smart goal
 - Specific
 - Measurable
 - Attainable
 - Results-oriented
 - Time-bound
3. Decide on what evidence you will use to know if goal has been met (specific student learning). You can use a common assessment already created and revise it or make a new common assessment. Make sure you have clear criteria that you are all using similarly to define and measure student success (rubric).
4. Set a time-line. Your time line must include goals for the first half of the year and goals for the second half of the year or you must write two different smart goals for each half of the year.

Make sure you leave time to collect data, analyze data and then implement revisions based on data.
5. Make a Plan of Action (This is the means – the how by which you are going to get there). Include both **prevention** (how to help student succeed) and **intervention** (what to do if student does not succeed) steps.
6. Check progress along the way and adjust.
7. Measure progress by collecting and analyzing student performance data. Follow through on interventions for students who did not make goal.

Samples:

All students will earn an 85% or above on the unit 5 assessment.

All students will earn a 90% or better on the equation sections of the Chapter 5 assessment.

All students will complete at least one timed write in the semester that meets all the required criteria at a competency level or higher.

Suggestions:

Set your goals for all students; but have a plan for students who do not obtain this goal.

DO NOT say:

80% of students will earn an 85% or above on the unit 5 assessment.

Instead set the goal for all students to earn the 85% or better.

Obviously we want all students meeting the standard. All might not, but then we have to have intervention steps in place to reteach these students.

Goals include:

Plan for improving overall student performance

As well as

Systematic and timely systems of intervention for those students who do not meet the performance standard in expected time line.

S.M.A.R.T. Goal Template

S.M.A.R.T. GOAL (aimed at improving overall student performance):

Plan of intervention (reteaching) for students who do not make goal:

Describe type of data being collected, the plan for data analysis and time line:

Describe tentative plan for improving student overall performance (include timeline):

Results

	Strand 1	Strand 2	Strand 3	Strand 4	Overall
Semester					
Number of students Who did not meet strand on first attempt					
Number of students who did not meet strand after reteaching					

Summarize adjustments made to the assessment instrument itself:

Summarize adjustments made to intervention plan:

Summarize adjustments made to teaching to improve student success:

Category: Human Resources
Policy: Code of Ethics
4155

The Board recognizes, endorses and adopts the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education.

Related Rule: 4155.1

Date of Adoption: October 7, 1974

Date of Revision: August 3, 1992; June 2, 2003

Date of Last Review: January 5, 1998

Legal Reference: Neb. Rev. Stat. §79–859, 79–866; 92 NAC 27

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.

Questions can be directed to: Superintendent, 5606 S. 147 St.,
Omaha, NE 68137, 402–715–8200.

Privacy Statement

Category: Human Resources**Policy: Code of Ethics****Rule: Code of Ethics****4155.1****Standards of Ethical and Professional Performance****Preamble**

The Millard Board of Education hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Commissioner and the Millard Public Schools Superintendent any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.
- J. Shall seek no reprisal against any individual who has reported a violation of this code of ethics.

III. Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Millard Board of Education.
- G. Shall not discipline students using corporal punishment.

IV. Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors {with the applicable sections for the Revised Statutes of Nebraska in parenthesis }):
 - 1. Assault (third degree) (28-310)
 - 2. Stalking (28-311.03)
 - 3. Hazing (28-311.06)
 - 4. False Imprisonment (28-315)
 - 5. Sexual Assault (third degree) (28-320)
 - 6. Abandonment of Spouse or Child (28-705)
 - 7. Child Abuse (28-707)
 - 8. Contributing to the Delinquency of a Child (28-709)
 - 9. Prostitution (28-801)
 - 10. Keeping a Place of Prostitution (28-804)
 - 11. Debauching a Minor (28-805)
 - 12. Public Indecency (28-806)
 - 13. Sale of Obscene Material to Minor (28-808)
 - 14. Obscene Motion Picture Show, Admitting Minor (28-809)
 - 15. Obscene Literature Distribution (28-813)
 - 16. Sexually Explicit Conduct (28-813.01)

17. Resisting Arrest (28-904 (1)(a)), when the conviction involves use of threat or physical force or violence against a police officer
18. Indecency with an Animal (28-1010)
19. Intimidation by Phone Call (28-1310)

Other convictions related to such crimes including:

20. Attempt to Commit a Crime (28-201)
21. Criminal Conspiracy (28-202)
22. Accessory to a Felony (28-204)
23. Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this rule, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate to teach, administer, or provide special services in schools.

F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

V. Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

VI. Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Related Policy: [4155](#)

Legal Reference: Neb. Rev. Stat. §79-859, §79-866; 92 NAC 27, 92 NAC 21

Date of Adoption: October 7, 1974

Date of Revision: August 3, 1992; January 5, 1998; May 3, 2004

Date of Last Review: June 2, 2003

Millard Public Schools
Omaha, NE

Category: Human Resources
Policy: Evaluation
4160

All personnel shall be continuously evaluated by the appropriate supervisors to encourage improvement of the total school program.

The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as well as for counseling, for inservice training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the orderly dismissal of those who do not meet the standards of the District.

Related Rules: [4160.1](#) , [4160.2](#)

Legal Reference: Neb. Rev. Stat §79-318(5)(h) and §79-828; Title 92

Date of Adoption: January 2, 1979

Date of Revision: August 3, 1992; December 21, 1998; July 21, 2003; June 1, 2009

Millard Public Schools
Omaha, NE

Category: Human Resources**Policy: Evaluation****Rule: Evaluation: Certificated Staff****4160.1**

All certificated personnel shall be evaluated in accordance with the District's written procedures on appraisal forms provided by the Human Resources Office as follows:

- I. Probationary certificated employees shall be evaluated at least once each semester in accordance with the procedures provided by law.
- II. Permanent certificated employees shall be evaluated at least once every school year.

The District will obtain approval of its teacher evaluation policies and procedures from the Nebraska Department of Education as a requirement to legally operate as an accredited school district in Nebraska in accordance with Title 92, Nebraska Administrative Code, Chapter 10. In the event the District changes its policies or procedures for teacher evaluation, it shall re-submit the revised policies and procedures to the Nebraska Department of Education for approval. The policies and procedures submitted for the approval of the Nebraska Department of Education shall be in writing, shall be approved by the Millard Board of Education, and shall include the following:

- I. A policy containing a statement of the purpose of teacher evaluation in the District.
- II. A teacher evaluation procedure which shall:
 - A. Contain specific criteria upon which teachers are to be evaluated. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include, at a minimum: (1) instructional performance, (2) classroom organization and management, (3) professional conduct, and (4) personal conduct. Specific standards for measurement in each of these four areas shall be tied to the instructional goals of the District.
 - B. Describe the process to be used for evaluation, including the duration and frequency of the observations and the formal evaluations for probationary and permanent certificated teachers.
 - C. Provide for documenting the evaluation.
 - D. Communicate results of the evaluation annually, in writing, to those being evaluated.
 - E. Provide for written communication (commonly referred to as a growth plan) to the evaluated teacher on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the concrete suggestions for improvement.
 - F. Provide for the teacher to offer a written response to the evaluation.
 - G. Communicate the evaluation procedure annually, in writing, to those being evaluated.
 - H. Describe the District's plan for training evaluators.

- III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Related Policy: [4160](#)

Legal Reference: Neb. Rev. Stat. §§79-318(5)(h) and 79-828(2)

Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; Sept 7, 1993; Dec. 21, 1998; July 21, 2003;
June 1, 2009

Millard Public Schools
Omaha, NE

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum--Instructional Delivery
6200

In order to enable the alignment of the taught curriculum with the written curriculum, the Millard Public Schools shall identify clearly defined standards for the District's staff. These standards are referred to as "Practices that Promote Successful Student Learning" and are included in The Millard Instructional Model. The five Domains of the Millard Instructional Model are:

- I. Planning
- II. Instruction
- III. Assessment
- IV. Learning Environment
- V. Professional Responsibilities

The "Practices that Promote Successful Student Learning" of the Millard Instructional Model have been incorporated into the teacher evaluation process and used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.

Related Policies and Rules: 4160
 Policy Adopted: May 3, 1999
 Reaffirmed: May 19, 2003
 Revised: October 2, 2006; June 2, 2008

Millard Public Schools
 Omaha, Nebraska

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum: Instructional Delivery
Rule: Taught Curriculum: Instructional Delivery

6200.1

Within each domain of the Millard Instructional Model are standards referred to as "Practices that Promote Successful Student Learning."

Related Policy: 6200

Practices That Promote Successful Student Learning can be found in this handbook, pages 27-38.

Legal Reference: §79-866; 92 NAC 27
 Date of Adoption: May 3, 1999
 Revised: July 16, 2001; May 19, 2003; October 2, 2006
 May 21, 2007; June 2, 2008

Millard Public Schools
 Omaha NE

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Intensive Assistance

The

Intensive Assistance Program

For

Millard Public Schools

Intensive Assistance Overview

A major focus of the Millard Public School's teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The **Practices That Promote Successful Student Learning** have been developed to define these effective teaching practices. If it is determined that a teacher in the Millard Public Schools is not meeting these standards, the **Intensive Assistance Program** will be used to assist the teacher in improving teaching practices to ensure that the standards are met. It is the teacher's responsibility to show improvement.

Concerns about teacher performance will be investigated and a determination made regarding the need for **Intensive Assistance**. Examples of such concerns include, but are not limited to the following:

- Coaching in prior phases of teacher evaluation that has not resolved the problem
- A pattern over time of insufficient student learning
- A classroom environment that is detrimental to student learning
- A classroom that is unsafe for students

Intensive Assistance is part of the **Appraisal Phase** of the evaluation process. If **Intensive Assistance** is indicated, teachers currently in the **Appraisal Phase** can be placed directly in **Intensive Assistance**. Teachers currently in the **Continuous Growth Phase** will be moved to the **Appraisal Phase** at the time **Intensive Assistance** is initiated.

While in **Intensive Assistance** the teacher will be informed of the concerns with performance and be an active participant in the development and implementation of the **Plan for Improvement**. **Intensive Assistance** will consist of a **Plan for Improvement** that is developed by the evaluator and may include the teacher, with optional participation by a team. The **Plan for Improvement** will include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided, a time line for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.

When the date for evaluation of the **Plan for Improvement** is reached, a determination is made by the evaluator regarding the successful accomplishment of the objectives. The **Intensive Assistance Program** is intended to assist teachers who are not meeting performance standards with respect to the **Practices That Promote Successful Student Learning**. Teachers who continue to perform unsatisfactorily according to the performance standards in the **Practices That Promote Successful Student Learning** after **Intensive Assistance** has been employed may be subject to dismissal or non-renewal of contract. Failure to institute an **Intensive Assistance Plan** shall not prevent the district from terminating, canceling, or non-renewing a teacher's contract. There also may be other grounds for non-renewal of contract or dismissal that are made independently of the teacher evaluation process.

PLEASE NOTE: Sample Intensive Assistance Plans can be found in the Evaluation Handbook for Administrators.

Intensive Assistance Narrative

The **Intensive Assistance Program** will be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the **Practices That Promote Successful Student Learning** that serve as a basis for the teacher evaluation process. A problem can be identified in a variety of ways, including but not limited to: concerns expressed by students, parents, or peers, student assessment data, formal or informal observations, etc. Examples include, but are not limited to:

- coaching in prior phases of teacher evaluation that has not resolved the problem
- a pattern over time of insufficient student learning
- a classroom environment that is detrimental to student learning
- a classroom that is unsafe for students

The evaluator completes an investigation of any concerns expressed by others including students, parents, or peers. The evaluator completes observations and collects data to document concerns with performance that relate to the **Practices That Promote Successful Student Learning**. The evaluator should consult with other evaluators and other support personnel such as department heads, curriculum specialists, pupil services personnel, and special education personnel, as appropriate to determine the significance of the concerns.

Concerns with performance must be verbally shared and discussed with the teacher. The evaluator must confer with Human Resources about the concerns with teacher performance in meeting the **Practices That Promote Successful Student Learning**.

The evaluator considers the evidence collected and makes a determination regarding whether the teacher satisfactorily meets the **Practices That Promote Successful Student Learning**. Communication with Human Resources regarding the determination should be made by the evaluator.

If the determination is made that the teacher is satisfactorily meeting the **Practices That Promote Successful Student Learning**, there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process.

If the determination is made that the teacher is not satisfactorily meeting the **Practices That Promote Successful Student Learning**, a **Recommendation for Intensive Assistance** will be made through the **Appraisal Phase**.

Appraisal Phase

If the teacher is currently in the **Appraisal Phase**, the recommendation for **Intensive Assistance (1A1)** should be completed. Indicators that are not being met must be specified and documentation provided.

Support Phase or Professional Growth Phase

If the teacher is currently in the **Continuous Growth Phase**, the teacher must be moved to the **Appraisal Phase** to focus directly on the **Practices That Promote Successful Student Learning**. The **Recommendation for Intensive Assistance (1A1)** should be completed. Practices that are not being met must be specified and documentation provided. Direct classroom observations and documentation provided. Direct classroom observations and conferences (**Appraisal Phase**) should be reinitiated and should focus on the concerns with the specified indicators. **Classroom Observation Form** must be completed for each observation.

The evaluator shares the **Recommendation for Intensive Assistance (1A1)** with the teacher. A conference is held to discuss the recommendation, and the teacher receives and signs the **Recommendation for Intensive Assistance**. The teacher can request MEA representation at this conference. The evaluator can request a representative from Human Resources at this conference. As a courtesy, the evaluator and teacher should be informed if representatives from MEA or Human Resources will be at the conference.

At the initial **Intensive Assistance** conference, the involvement of a team to assist in developing and implementing a plan for improvement will be determined. Both the teacher and evaluator must reach consensus about the involvement and make up of a team. Team membership should include educators with expertise in the areas needing improvement. If teams are utilized, expectations for team members including confidentiality will be emphasized. Evaluators are encouraged to use teams if the teacher desires that approach. Teachers are encouraged to accept a team approach if evaluators feel it would be of assistance to the teacher.

A written **Plan for Improvement (1A2)** must be developed by the evaluator with input from the teacher and team (if one is utilized). The plan must include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided (what, who, when), a timeline for implementation, the type and frequency of feedback that will be provided the teacher, and the evaluation criteria and date. This plan must be shared with Human Resources.

A conference will be held to review the completed **Plan for Improvement (1A2)**. Both teacher and evaluator will sign and date the **Plan for Improvement**.

The **Plan for Improvement** will be implemented following the time line and recommended action steps making sure that the specified assistance is provided. Regular feedback to the teacher is expected. Observations, visits, conferences, or other contact to the evaluator and teacher should occur approximately one time per week or as specified in the plan.

Adhering to the elements of the **Plan for Improvement** and monitoring those elements constitutes **Intensive Assistance** being in place.

When the date for evaluation as specified in the **Plan for Improvement** is reached, a determination will be made by the evaluator regarding whether the teacher is meeting the specified **Practices That Promote Successful Student Learning**. Evaluation criteria, as specified in the **Plan for Improvement**, should be a major part of this determination.

If the teacher is meeting the standards, the placement in the **Intensive Assistance** program is completed. The teacher will remain in the **Appraisal Phase** of the evaluation cycle for the current year and the following year. Placement in **Intensive Assistance** will be reinitiated if concerns resurface.

If the teacher is not meeting the standards and sufficient documentation for dismissal does not exist, the evaluator will reexamine the **Recommendation for Intensive Assistance**, the **Plan for Improvement**, and review the documentation. The **Recommendation for Intensive Assistance** will be rewritten and a new plan developed. Care will be taken to align the concerns with the most appropriate indicators and to develop specificity in the plan and the evaluation criteria.

If sufficient documentation for dismissal exists, due process will be followed with involvement of Human Resources, the MEA, and legal representation.

Recommendation for Intensive Assistance

Teacher's Name _____

Date _____

1. List the Practices That Promote Successful Student Learning not being met from the Millard Instructional Model:

2. Documentation:

Evaluator's Signature Position Date

Teacher's Signature Date

**Plan for Improvement
Intensive Assistance Program**

Teacher's Name _____

School _____ Position _____

Date _____

1. Objective(s) to be accomplished:

2. Action steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluators' Signature

Position

Date

Teacher's Signature

Date

___ I concur with the analysis and recommendations.

___ I do not concur and I have a right to respond in writing.

Feedback Intensive Assistance Program Report of Progress

Teacher's Name _____ School _____

Position _____ Date _____

Objective 1:

Objective 2:

Objective 3:



***PERFORMANCE BASED
ADMINISTRATOR EVALUATION***

AUGUST 2009

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**PRINCIPAL EVALUATORS
2009-2010**

SCHOOL	PRINCIPAL	EVALUATOR
ABBOTT	ERIC CHAUSSEE	CAROL NEWTON
ACKERMAN	MELISSA GILBERT	KEVIN CHICK
ALDRICH	SUSIE MELLIGER	CAROL NEWTON
BLACK ELK	JOSH FIELDS	ANGELO PASSARELLI
BRYAN	BRAD SULLIVAN	MARK FELDHAUSEN
CATHER	PAULA PEAL	CAROL NEWTON
CODY	MATT DOMINY	CAROL NEWTON
COTTONWOOD	NANCY NELSON	JIM SUTFIN
DISNEY	BETHANY CASE	KEVIN CHICK
EZRA MILLARD	CARRIE NOVOTNY-BUSS	CAROL NEWTON
HARVEY OAKS	ROBERTA DEREMER	KIM SAUM-MILLS
HITCHCOCK	MANDY JOHNSON	JIM SUTFIN
HOLLING HEIGHTS	TERRY HOULTON	NANCY JOHNSTON
MONTCLAIR	MATT REGA	CAROL NEWTON
MORTON	JULIE BERGSTROM	KIM SAUM-MILLS
NEIHARDT	COLLEEN BECKWITH	JIM SUTFIN
NORRIS	JOYCE ROZELLE	CAROL NEWTON
REAGAN	NILA NIELSEN	ANGELO PASSARELLI
REEDER	SUZANNE HINMAN	ANGELO PASSARELLI
ROCKWELL	JERRI WESLEY	NANCY JOHNSTON
ROHWER	NANCY BROSAMLE	ANGELO PASSARELLI
SANDOZ	HEIDI PENKE	ANGELO PASSARELLI
UPCHURCH	SUSAN ANGLEMYER	ANGELO PASSARELLI
WHEELER	ANDY DEFREECE	ANGELO PASSARELLI
WILLOWDALE	SUSAN KELLEY	ANGELO PASSARELLI
ANDERSEN MIDDLE	JEFF ALFREY	NANCY JOHNSTON
BEADLE MIDDLE	JOHN SOUTHWORTH	KIM SAUM-MILLS
CENTRAL MIDDLE	BETH BALKUS	NANCY JOHNSTON
KIEWIT MIDDLE	LORI JASA	JIM SUTFIN
NORTH MIDDLE	JOANNIE WILSON	JIM SUTFIN
RUSSELL MIDDLE	MITCH MOLLRING	KIM SAUM-MILLS
MLC/HORIZON	ANGIE MERCIER	MARK FELDHAUSEN
NORTH HIGH SCHOOL	BRIAN BEGLEY	JIM SUTFIN
SOUTH HIGH SCHOOL	CURTIS CASE	MARK FELDHAUSEN
WEST HIGH SCHOOL	GREG TIEMANN	JON LOPEZ

Overview of the Administrator Evaluation

The Administrator Evaluation System is comprised of two components. They, and short descriptors, are as follows:

I. MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS

Millard Public Schools administrators and their supervisors establish performance expectations to ensure that the Superintendent's goals and the mission of the school district are implemented and accomplished. This procedure makes the Strategic Plan operational and results oriented, and allows the administrator's performance to be observed in relation to specific measurable outcomes. These performance expectations have come from position job descriptions and from the strategic plan. Supervisors and the administrators establish performance expectations at the acceptable level of performance for the salary paid for the job.

The MUTUAL COMMITMENTS AND KEY PERFORMANCE AREAS component of the Administrator Evaluation system brings the Job Description down to an operational level with greater precision and conciseness as to what those job responsibilities include and are deemed essential in the successful operation of a building. The Mutual Commitments are based on the more general Job Description but have been refined to a greater level of specificity and, hopefully, more clearly define for principals what the main points of the Job Description mean when put into an operational format.

In addition, the MUTUAL COMMITMENTS component provides the administrator with the opportunity to define "why" they do what they do and "how" they will know if they have achieved the stated Mutual Commitments and the criteria used to measure successful completion. In addition, there are defined "givens" in certain areas where District standards have been, or are being established. This includes the areas of Administrative Leadership and Student Achievement which have been incorporated into the Mutual Commitments rather than standing as isolated components in the evaluation document. In most Mutual Commitment areas, administrators will have the opportunity to be creative in generating the rationale as to why they do what they do and the development of those Mutual Commitments they are striving to achieve.

THE KEY PERFORMANCE AREA component provides an option to develop specific job targets that are either administrator-initiated and/or assigned by the District. Up to two job targets could be derived from Mutual Commitments. If assigned, administrators write a detailed plan of action for each of these Key Performance Areas and are expected to show evidence of successful completion. Areas of needed focus are generated with greater specificity and more detail in planning.

II. LEADERSHIP DIMENSIONS

Administrators are expected to meet at least four dimensions from a list of approximately 20 possibilities. The intent here is that administrators are active in the community and school settings.

The OVERALL SUPERVISOR RATING is based on the fulfillment of those responsibilities as defined in the Mutual Commitments. There are many data sources utilized in compiling this component of the evaluation and the FORMATIVE FEEDBACK DATA is utilized as the document for the initial compilation of such data. Review and interpretation of the data will serve as a basis for the supervisor and administrator arriving at the decision as to whether these Mutual Commitments have been successfully completed and then documented through the use of the SUMMATIVE EVALUATION FORM. Areas of improvement could serve as a basis for a growth objective, the development of a Key Performance Area or the development of an area for specific focus in the Mutual Commitments document.

**PRINCIPAL, ASSISTANT PRINCIPAL
EVALUATION INSTRUMENT**



PRINCIPAL, ASSISTANT PRINCIPAL EVALUATION INSTRUMENT

SUPERVISOR RATING

The SUPERVISOR'S RATING is based on a variety of data sources. This could include, but is not restricted to, data gathered from the following:

- Visitations to the School
 - Classroom Visitations
 - Attending Special Activities or Meetings
 - *MIT
 - *Staff Meeting
 - *Department/Grade Level
 - *Instructional Team
 - *Implementation Team
 - *Staff Development
 - *Special Programs
 - *Other
 - Principal/Supervisor Dialogue
 - Community Survey(s)
 - Effective School Correlates
 - Requested Reports
 - School Newsletters
 - Achievement Test Data
 - Essential Learner Outcome Assessment Data
 - Special Information/Projects Provided to the Supervisor
 - Principal Attendance and Participation in Requested Activities (e.g., Principal Meetings, Inservice)
 - Principal Attendance and Participation in Voluntary Activities (e.g., Board Meeting, State Senators)

FORMATIVE FEEDBACK DATA

This serves as the primary document for recording data necessary for completing the SUPERVISOR'S SUMMATIVE EVALUATION. The SUMMATIVE EVALUATION is generally completed at the end of the school year, unless the administrator's job performance is such that he/she may not be retained. In this instance, the SUMMATIVE will be completed prior to the date established for administrative contract renewal. The items on the FORMATIVE FEEDBACK FORM are generated from Mutual Commitments, which defines the general job responsibilities of the building principal. Data may be recorded on the FEEDBACK FORM during the visitation or upon leaving the building. Data from sources other than visitations may be recorded at any time it becomes available.

The FORMATIVE FEEDBACK DATA may be utilized on an ongoing basis and need not be re-created every year. Modifications may be made to the initial document each year, provided the initial evaluative information is considered satisfactory in nature. Areas of need/improvement should be re-written during the next year as the results of change become apparent.

SUMMATIVE EVALUATION FORM

This serves as the final formal document in the *SUPERVISOR RATING* component of the *Administrator Evaluation* system. After administrator/supervisor review of the collected data, an analysis of said data and the identification of areas of strengths and/or areas for needed improvement, the SUMMATIVE EVALUATION shall be completed and the administrator shall be assigned an overall rating of Meets or Exceeds Expectations, Approaches Expectations or Unsatisfactory. Those areas of the SUMMATIVE EVALUATION which contribute to the classification of Approaches Expectations or Unsatisfactory may be identified as a growth objective, Key Performance Area or specific Mutual Commitment for the upcoming year.

Based on the collection and analysis of the data sources contributing to the final SUPERVISOR RATING, the above administrator is assigned the following performance rating.

_____ Meets or Exceeds Expectations _____ Approaches Expectations _____ Unsatisfactory

Assigned Areas for Focus/Improvement for the Upcoming Year (if deemed necessary):

COMPONENT ONE: MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS

The MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS component of the *Administrator Evaluation* system are designed to address those job responsibilities deemed critical or essential in the operation of a successful school. Unlike the Job Description, in which the categories are more general and broad-based, the MUTUAL COMMITMENTS identify the most critical components of the Job Description and move them to an operational level with more preciseness and clarity as to "what" is to be done, "why" it is being done and the establishment of "Standards of Performance" to know whether the Mutual Commitments have been met successfully.

A variety of databases, many of which may also be utilized in the *SUPERVISOR RATING* in a different manner, may be utilized as verification data in the "Standards of Performance" column. Since the MUTUAL COMMITMENTS portion of the administrator's assignment is viewed as "what they actually do on an operational level," it is important that time and attention be given to the development of the data on this instrument and that the principal's established "Standards of Performance" are meaningful and measurable/observable. The MUTUAL COMMITMENTS FORM provides the Essential or Critical job responsibilities identified for the building principalship. It is not all-inclusive in that administrators and/or supervisors may expand this list to include other job responsibilities they deem critical for their building's operation.

MUTUAL COMMITMENTS FORM (See pages 11-14)

There are a varying number of Mutual Commitments developed and assigned to the building administrator. These are to be actively pursued by all building principals on a yearly basis, along with other ESSENTIAL RESPONSIBILITIES that the principal might choose to include to better meet the needs of their building. In the completion of the MUTUAL COMMITMENTS form, the following guidelines will establish a framework for:

- 1) The "I WILL DO THIS" are essential responsibilities and are to be addressed by each principal.
- 2) The second column (WHY/SO THAT) is generated by the principal as he/she has the best reason as to why they do what they do.
- 3) The HOW WELL/SPECIFIC COMMITMENTS column establishes the answer to the question of "how do I know if I've done it or how well have I done it?"
- 4) The STRATEGIC PLAN column references a specific action plan or other strategic plan component.
- 5) The SYSTEM SUPPORT REQUIRED column asks the administrator to describe the district support necessary to complete the commitment

KEY PERFORMANCE AREAS (See Page 15)

Each principal will develop or be assigned up to four ACTION PLANS during any one school year. Exceptions to this are 1) when the administrator chooses additional areas of emphasis, which may then lead to the exceeding of the limit of four, or 2) when an administrator and supervisor deem it necessary to develop additional ACTION PLANS to address areas of need. ACTION PLANS assigned by the District may be in response to changes in state law, accreditation, critical need, in response to an item in the Strategic Plan, or an area in the MUTUAL COMMITMENTS, which may need special attention.

COMPONENT TWO: LEADERSHIP DIMENSIONS

This section encourages administrators to provide both positive and observable leadership. See pages 19-22.

EVALUATION DOCUMENTS

- **MUTUAL COMMITMENTS**
-Open Form (for Administrator Completion)
- **KEY PERFORMANCE AREAS**
-Open Form (for Administrator-Initiated Plans)
- **FORMATIVE FEEDBACK DATA**
- **SUMMATIVE EVALUATION FORM**

MUTUAL COMMITMENTS AND EXPECTATIONS

Howard Feddema

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
<ul style="list-style-type: none"> • Answers the question: What am I accountable for achieving? • Described as either: <ol style="list-style-type: none"> a. Job components b. Responsibility areas; or c. Performance areas • Start by listing nouns or noun/adjective combinations (DOMAIN) • After nouns are listed, select the verb that best describes the relationship to that domain. Don't use "wimpy" verbs. • Identify two-three job components as key performance areas that are especially important this year. 	<ul style="list-style-type: none"> • Answers the question: Why am I accountable for this? • Format: I will do this so that.... • You may have more than one reason why you are accountable for a job component. • State the next, direct, immediate consequence(s). • Should be within your control: commensurate with your <ol style="list-style-type: none"> a. Decision-making prerogative, Plus b. Resources • Often, rationale is found within Beliefs, Mission, Parameters, Objectives, and Strategies. • If this column is done correctly, the performance expectation for column three is usually implied. 	<ul style="list-style-type: none"> • Answers the question: <ol style="list-style-type: none"> a. How well? b. How many? c. By when? d. At what cost? • State the expectation for your own performance this coming year. • Get at least two of the following in each performance expectation: <ol style="list-style-type: none"> a. Time b. Money c. Quality d. Quantity • These should be observable indicators of specific results. • State at least one performance expectation for each reason "why" in the second column. • Often performance expectations are implied or stated explicitly for action plans scheduled to be implemented this coming year. 	<p>Direct reference to specific strategies and action plans scheduled to be implemented this year.</p>	<ul style="list-style-type: none"> • Answers the question: What type of support do I need from the system to meet or exceed my performance expectations this year? • May be written as specifically as necessary. • Could include: <ol style="list-style-type: none"> a. Policy b. Staff c. Funding d. Data e. Evaluation f. Equipment/materials g. Projects

MUTUAL COMMITMENTS AND EXPECTATIONS

Sample – Elementary Principal

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Ensure students' achievement	<ul style="list-style-type: none"> ...Students succeed at the next level of instruction. ...We build parent support. 	<ul style="list-style-type: none"> Any student who has not met standards on essential outcomes is placed on an appropriate intervention program. Assist each parent who expresses concern about his/her child's academic achievement. 		
2. Select new staff	<ul style="list-style-type: none"> ...To comply with law and contract ...Teachers improve instruction. 	<ul style="list-style-type: none"> All forms completed by June 1. 		
3. Assure curriculum implementation	<ul style="list-style-type: none"> ...Newly developed curricula are used effectively in the classroom. 			
4. Support curriculum development				
5. Direct staff development				
6. Ensure parent support				
7. Ensure parent support				
8. Develop and control budget				
9. Manage building operations				

MUTUAL COMMITMENTS AND EXPECTATIONS
Sample – Associate Superintendent for Ed Services

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
10. Ensure students' achievement				
11. Direct curriculum development	<ul style="list-style-type: none"> • Curriculum clearly identifies what is essential for all students to learn. • Curriculum includes opportunities to help students develop to their potential. 			
12. Direct strategic planning	<ul style="list-style-type: none"> • The district approves (updates) a strategic plan. 	<ul style="list-style-type: none"> • Board approves the plan prior to budget development for the next fiscal year; planning team is a microcosm of district. 		
13. Direct learner assessment system	<ul style="list-style-type: none"> • ...To evaluate the learning program • ...To build public support • ...To comply with law 			
14. Direct staff development				
15. Complete state and federal reports	<ul style="list-style-type: none"> • ...To comply with law 	<ul style="list-style-type: none"> • Submit by deadline without error. 		
16. Draft policy recommendations				
17. Assure personal professional growth	<ul style="list-style-type: none"> • ...I continually improve knowledge and skills needed to make valuable contributions to the system. • ...I enhance my career development 			

MUTUAL COMMITMENTS AND EXPECTATIONS

Sample - Superintendent

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Lead strategic planning	<ul style="list-style-type: none"> ... We develop common purpose and sense of direction ... We establish priorities for change and protect against over extending ... We give meaning to the budgeting process 	<ul style="list-style-type: none"> All administrators understand beliefs, mission, objectives, strategies, and action plans by September 1. All certified staff understands beliefs and mission by January 1. Accept no new initiatives (non-emergency) that are outside the strategic plan. All action plans scheduled to be implemented this year have sufficient resources in the budget 		
2. Ensure staff performance	<ul style="list-style-type: none"> Parents and community members support the schools. ... Each administrator is fulfilling the responsibilities of his/her position. 	<ul style="list-style-type: none"> The immediate supervisor addresses ineffective performance by any staff member appropriately. Performance expectations are mutually established prior to start of school; formative performance reviews held quarterly; summative evaluations completed prior to setting next year's salary. 		
3. Ensure public support	<ul style="list-style-type: none"> ... The District maintains sufficient financial resources. ... Community has trust and confidence in the educational program. 			
4. Recommend board policy/action				
5. Implement board policy/action				

The purpose of this form is for the Supervisor to gather information throughout the year.

FORMATIVE FEEDBACK DATA

Principal/Assist Prin: _____

Supervisor: _____

Building Visitation(s):

Dates:

Nature of Visit:

Other Sources of Data:

Community Survey(s)

Effective School Correlates

Requested Reports

School Newsletters

Achievement Test Data

Essential Learner Outcome Assessment Data **Other Sources:**

Special Information/Project(s)

Attached are the individual administrator's Mutual Commitments and Key Performance Areas.

This form is intended to be used by the Supervisor for the “final” evaluation. This form is on the Intranet under Administrative Evaluation.

**ELEMENTARY
SUMMATIVE EVALUATION FORM**

ADMINISTRATOR: _____

SUPERVISOR: _____

YEAR:

PERFORMANCE CRITERIA

Meeting Dates: _____

I. Mutual Commitments and Key Performance Areas:

Mutual Commitment 1:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 2:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 3:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 4:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 5:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 6:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 7:

Administrator Write-Up:**Evaluator Comments:**

Mutual Commitment 8:

Administrator Write-Up:**Evaluator Comments:**

Mutual Commitment 9:

Administrator Write-Up:**Evaluator Comments:**

Mutual Commitment 10:

Administrator Write-Up:**Evaluator Comments:**

Key Performance Area 1: Improve student achievement by showing student progress on all district targeted assessments.

Administrator Write-Up:**Provide Attachments and Artifacts****Evaluator Comments:**

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write-Up:**Provide Attachments and Artifacts****Evaluator Comments:**

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you met).

PRINCIPAL LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the regular job description, mutual commitments and performance action plans.

1. The principal reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life.
2. The principal serves as a member of the district strategic planning team or action team.
3. The principal is assigned by the Superintendent to special assignments.
4. The principal logs 20 hours or more of classroom instructional time during the year.
5. The principal hosts visitations due to exemplary classrooms/program where visitors from outside the district come to the building. The principal spends time facilitating these visits and assists others in their professional growth.
6. The principal makes presentations to outside agencies, professional organizations, service clubs, the Board of Education, graduate classes or is a member of an educational panel.
7. The principal serves as a mentor to another principal, as assigned by the Superintendent's office.
8. The principal accepts student teachers, or supervises graduate students in his or her building and can document activities to provide for their professional development and evaluation (observations, video-taping, in service sessions, etc.).
9. The principal serves as a chair, officer, or member of a committee created by one of the major local professional organizations.
10. The principal serves in a leadership capacity through participation and service to other governmental agencies, such as the city and county, by serving on committees or assuming special assignments such as a director, chairperson, or task force leader.
11. The principal assumes a leadership role through service to educationally related organizations (ESU, MOEC, etc.) by serving on designated committees, or attends at least four professional organizations, meetings or functions (PDK, Adm Days, NCSA Workshops, Region II meetings, national conventions).
12. The principal is a presenter at a conference attended by persons from districts other than Millard.
13. The principal chairs a district committee or is an active member of three district level committees. (The committee(s) met at least three times and accomplished the mission.)
14. The principal is directly involved in a district pilot. The principal plays a strong role in planning, monitoring, and/or evaluating the project.
15. The principal is actively involved in a building-originated project or experiment (the principal played a major role in the planning and implementation of the project, which had prior approval by appropriate central office personnel).
16. Three credits from a graduate course or professional growth course are earned in the current year.
17. The principal submits an article for publication in a professional journal.

18. Twice a year, the principal shadows another principal outside of his/her building and participates in a teacher observation, post conference and debrief meeting with fellow principal.
19. Other leadership functions as mutually agreed upon by the principal and his/her supervisor.

Administrator Write-Up:

Supervisor's Comments:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

III.Overall Rating

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

IV.Statistical Data

Assessment Results: Please list your current year assessment percentages. For Terra Nova include only the building percentile rank at each grade level. For ELO's include first time pass rates only.

A. TerraNova Data – School

Grade 3	Reading	Math	Language	Total	Science	Soc. St
06-07						
07-08						
08-09						
Grade 4						
06-07						
07-08						

TerraNova Data- District

Grade 3	Reading	Math	Language	Total	Science	Soc. St
06-07	71	79	71	75	73	74
07-08						
Grade 4						
06-07	74	77	72	76	68	74
07-08						
08-09						

ELO/Benchmark Data - % Met

	1W	1R	2W	2M	3W	3 R	3M	4W	4R	4M	5W	5R	5M	5S	5SS
--	----	----	----	----	----	-----	----	----	----	----	----	----	----	----	-----

06-07																134
07-08																
08-09																

Climate Survey Results: Please list your current raw scores.

Descriptor	2007-08	2006-07
Student		
Environment (13 Items)		
Safety (12 Items)		
Discipline (9 Items)		
Maximum Opportunity to learn (14 Items)		
Monitoring Student Achievement (11 Items)		
Parent/Community Involvement (8 Items)		
Leadership (8 Items)		
Certified Staff		
Building Cohesiveness (6 Items)(7 in '08)		
Positive Attitude (7 Items)		
Fair and Proactive Discipline (7 items)		
Clean and Orderly Building (5 Items)		
Parent /Community Involvement (10 Items) (9 in 07-08)		
High Expectations (8 Items) (7 in 07-08)		
Student Success (9 Items)		
Monitor Student Achievement (8 Items) (6 in 07-08)		
Rules and Supervision (5 Items) (4 in 07-08)		
Preparing for Future (5 Items)		
Cultural Differences (7 Items) (Called Appreciation for Diversity in 07-08, 10 Items)	XXXX	XXXX
Leadership (20 Items)	XXXX	
Staff Leadership in 07-08 (5 Items)		XXXX
Building Leadership in 07-08 (15 Items)		XXXX
Perception of District Leadership (6 Items) (7 in 07-08)		
Discipline and Behavior (8 Items) Response to Behavior in 07-08 (12 Items)	XXXX	XXXX
Support Staff		
School Environment (20 Items)	XXXX	
Building Cohesiveness (6 Items)		XXXX
Attitude Toward School (14 Items)		XXXX
Appreciation for Diversity (7 Items)		XXXX
Safe and Orderly Environment (11 Items)		
Discipline and Behavior (8 Items)	XXXX	
Rules and Supervision (4 Items)		XXXX
Response to Behavior (10 Items)		XXXX
Cleanliness of Building (5 Items)		XXXX
Parent/Community Involvement (10 Items) (8 in 07-08)		
Leadership (5 Items)	XXXX	

Support Staff Leadership (4 Items)		XXXX
Building Leadership (13 Items)		XXXX
Parent		
School Environment (4 Items)		
Safe and Orderly Environment (5 Items)		
Discipline and Behavior (6 Items) (4 Items in 07-08)		
Maximum Opportunity to Learn (4 Items) (5 Items in 07-08)		
Monitoring Student Achievement (9 Items) (6 Items in 07-08)		
Parent/Community Involvement (5 Items) (4 Items in 07-08)		
Leadership (New for 07-08, 6 Items)		XXXX

Year	Group	Percent A	Percent B	Percent C	Percent D	Percent F
2008-09	Certified					
	Support					
	Student					
	Parent					
2007-08	Certified					
	Support					
	Student					
	Parent					
2006-07	Certified					
	Support					
	Student					
	Parent					

Administrator

Supervisor

Date

Date

Email a copy of this evaluation to your supervisor. Please include any artifacts/documents you wish to submit as part of your evaluation.

A copy of the final evaluation of each Administrator is to be sent to the Superintendent in June of each year.

MIDDLE LEVEL SUMMATIVE EVALUATION FORM

PRINCIPAL/ASSIST PRINCIPAL:

SUPERVISOR:

YEAR:

PERFORMANCE CRITERIA

Meeting Dates:

I.Mutual Commitments and Key Performance Areas:

Mutual Commitment 1: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 2: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 3: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 4: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 5: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 6: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 7: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 8: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 9: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 10: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Key Performance Area 1: (Insert Title of Key Performance Area)

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

II. Leadership Dimensions

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you met).

PRINCIPAL LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the regular job description, mutual commitments and performance action plans.

1. The principal reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life.
2. The principal serves as a member of the district strategic planning team or action team.
3. The principal is assigned by the Superintendent to special assignments.
4. The principal logs 20 hours or more of classroom instructional time during the year.

5. The principal hosts visitations due to exemplary classrooms/program where visitors from outside the district come to the building. The principal spends time facilitating these visits and assists others in their professional growth.
6. The principal makes presentations to outside agencies, professional organizations, service clubs, the Board of Education, graduate classes or is a member of an educational panel.
7. The principal serves as a mentor to another principal, as assigned by the Superintendent's office.
8. The principal accepts student teachers, or supervises graduate students in his or her building and can document activities to provide for their professional development and evaluation (observations, video-taping, in service sessions, etc.).
9. The principal serves as a chair, officer, or member of a committee created by one of the major local professional organizations.
10. The principal serves in a leadership capacity through participation and service to other governmental agencies, such as the city and county, by serving on committees or assuming special assignments such as a director, chairperson, or task force leader.
11. The principal assumes a leadership role through service to educationally related organizations (ESU, MOEC, etc.) by serving on designated committees, or attends at least four professional organizations, meetings or functions (PDK, Adm Days, NCSA Workshops, Region II meetings, national conventions).
12. The principal is a presenter at a conference attended by persons from districts other than Millard.
13. The principal chairs a district committee or is an active member of three district level committees. (The committee(s) met at least three times and accomplished the mission.)
14. The principal is directly involved in a district pilot. The principal plays a strong role in planning, monitoring, and/or evaluating the project.
15. The principal is actively involved in a building-originated project or experiment (the principal played a major role in the planning and implementation of the project, which had prior approval by appropriate central office personnel).
16. Three credits from a graduate course or professional growth course are earned in the current year.
17. The principal submits an article for publication in a professional journal.
18. Twice a year, the principal shadows another principal outside of his/her building and participates in a teacher observation, post conference and debrief meeting with fellow principal.
19. Other leadership functions as mutually agreed upon by the principal and his/her supervisor.

Administrator Write-Up:

Supervisor's Comments:

III. Overall Rating

Overall Comments:

Recommendations:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

IV. Statistical Data

Assessment Results: Please list your current year assessment percentages. For Terra Nova include only the building percentile rank at each grade level. For ELO's include first time pass rates only.

Terra Nova – District

Terra	Grade 6	Reading	Math	Language	Total	Scienc	Soc. S	Nova –
	08-09							
	07-08							
	06-07							
	05-06							
	04-05							
	Grade 7	Reading	Math	Language	Total	Scienc	Soc. S	
	08-09							
	07-08							
	06-07							
	05-06							
	04-05							

Building

Grade 6	Reading	Math	Language	Total	Scienc	Soc. S
08-09						
07-08						
06-07						
05-06						
04-05						
Grade 7	Reading	Math	Language	Total	Scienc	Soc. S
08-09						
07-08						
06-07						
05-06						
04-05						

ELO/Benchmark Data – Percent Met

Year	6 Math	6 Read	7 Math	7 AWA	7 Read	8 Math	8 State Write	8 Read	8 Speak Listen	8 Social Studies	8 Science
08-09											
07-08											
06-07											
05-06											

Climate Survey Results: Please list your current raw scores.

Descriptor	2007-08	2006-07
Student		
Environment (13 Items)		
Safety (12 Items)		
Discipline (9 Items)		
Maximum Opportunity to learn (14 Items)		
Monitoring Student Achievement (11 Items)		
Parent/Community Involvement (8 Items)		
Leadership (8 Items)		
Certified Staff		
Building Cohesiveness (6 Items)(7 in '08)		
Positive Attitude (7 Items)		
Fair and Proactive Discipline (7 items)		
Clean and Orderly Building (5 Items)		
Parent /Community Involvement (10 Items) (9 in 07-08)		
High Expectations (8 Items) (7 in 07-08)		
Student Success (9 Items)		
Monitor Student Achievement (8 Items) (6 in 07-08)		
Rules and Supervision (5 Items) (4 in 07-08)		
Preparing for Future (5 Items)		
Cultural Differences (7 Items) (Called Appreciation for Diversity in 07-08, 10 Items)	XXXX	XXXX
Leadership (20 Items)	XXXX	
Staff Leadership in 07-08 (5 Items)		XXXX
Building Leadership in 07-08 (15 Items)		XXXX
Perception of District Leadership (6 Items) (7 in 07-08)		
Discipline and Behavior (8 Items) Response to Behavior in 07-08 (12 Items)	XXXX	XXXX
Support Staff		
School Environment (20 Items)	XXXX	
Building Cohesiveness (6 Items)		XXXX
Attitude Toward School (14 Items)		XXXX
Appreciation for Diversity (7 Items)		XXXX
Safe and Orderly Environment (11 Items)		
Discipline and Behavior (8 Items)	XXXX	
Rules and Supervision (4 Items)		XXXX
Response to Behavior (10 Items)		XXXX
Cleanliness of Building (5 Items)		XXXX
Parent/Community Involvement (10 Items) (8 in 07-08)		
Leadership (5 Items)	XXXX	
Support Staff Leadership (4 Items)		XXXX
Building Leadership (13 Items)		XXXX
Parent		

School Environment (4 Items)		
Safe and Orderly Environment (5 Items)		
Discipline and Behavior (6 Items) (4 Items in 07-08)		
Maximum Opportunity to Learn (4 Items) (5 Items in 07-08)		
Monitoring Student Achievement (9 Items) (6 Items in 07-08)		
Parent/Community Involvement (5 Items) (4 Items in 07-08)		
Leadership (New for 07-08, 6 Items)		XXXX

Climate Survey – Percent A-F

Year	Group	Percent A	Percent B	Percent C	Percent D	Percent F
2008-09	Certified					
	Support					
	Student					
	Parent					
2007-08	Certified					
	Support					
	Student					
	Parent					
2006-07	Certified					
	Support					
	Student					
	Parent					
2005-06	Certified					
	Support					
	Student					
	Parent					
2004-05	Certified					
	Support					
	Student					
	Parent					

Signatures:

_____ (Date)

_____ (Supervisor) (Date)

Email a copy of this evaluation to your supervisor. Please include any artifacts/documents you wish to submit as part of your evaluation.

A copy of the final evaluation of each Administrator is to be sent to the Superintendent in June of each year.

PRINCIPAL/ASSIST PRINCIPAL:

SUPERVISOR:

YEAR:

PERFORMANCE CRITERIA

Meeting Dates:

I.Mutual Commitments and Key Performance Areas:

Mutual Commitment 1: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 2: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 3: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 4: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 5: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 6: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 7: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 8: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 9: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 10: (Insert Title of Commitment)

Administrator Write-Up:

Evaluator Comments:

Key Performance Area 1: (Insert Title of Key Performance Area)

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

II. Leadership Dimensions

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you met).

PRINCIPAL LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the regular job description, mutual commitments and performance action plans.

1. The principal reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life.
2. The principal serves as a member of the district strategic planning team or action team.
3. The principal is assigned by the Superintendent to special assignments.
4. The principal logs 20 hours or more of classroom instructional time during the year.

5. The principal hosts visitations due to exemplary classrooms/program where visitors from outside the district come to the building. The principal spends time facilitating these visits and assists others in their professional growth.
6. The principal makes presentations to outside agencies, professional organizations, service clubs, the Board of Education, graduate classes or is a member of an educational panel.
7. The principal serves as a mentor to another principal, as assigned by the Superintendent's office.
8. The principal accepts student teachers, or supervises graduate students in his or her building and can document activities to provide for their professional development and evaluation (observations, video-taping, in service sessions, etc.).
9. The principal serves as a chair, officer, or member of a committee created by one of the major local professional organizations.
10. The principal serves in a leadership capacity through participation and service to other governmental agencies, such as the city and county, by serving on committees or assuming special assignments such as a director, chairperson, or task force leader.
11. The principal assumes a leadership role through service to educationally related organizations (ESU, MOEC, etc.) by serving on designated committees, or attends at least four professional organizations, meetings or functions (PDK, Adm Days, NCSA Workshops, Region II meetings, national conventions).
12. The principal is a presenter at a conference attended by persons from districts other than Millard.
13. The principal chairs a district committee or is an active member of three district level committees. (The committee(s) met at least three times and accomplished the mission.)
14. The principal is directly involved in a district pilot. The principal plays a strong role in planning, monitoring, and/or evaluating the project.
15. The principal is actively involved in a building-originated project or experiment (the principal played a major role in the planning and implementation of the project, which had prior approval by appropriate central office personnel).
16. Three credits from a graduate course or professional growth course are earned in the current year.
17. The principal submits an article for publication in a professional journal.
18. Twice a year, the principal shadows another principal outside of his/her building and participates in a teacher observation, post conference and debrief meeting with fellow principal.
19. Other leadership functions as mutually agreed upon by the principal and his/her supervisor.

Administrator Write-Up:

Supervisor's Comments:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

III. Overall Rating
Overall Comments:

Recommendations:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

IV. Statistical Data

Assessment Results: Please list your current year assessment percentages. For Terra Nova include only the building percentile rank at each grade level. For ELO's include first time pass rates only.

Terra Nova – District

Terra	Grade 9	Reading	Math	Language	Total	Scienc	Soc. S	Nova –
	08-09							
	07-08							
	06-07							
	05-06							
	04-05							
	Grade 10	Reading	Math	Language	Total	Scienc	Soc. S	
	08-09							
	07-08							
	06-07							
	05-06							
	04-05							

Building

Grade 9	Reading	Math	Language	Total	Scienc	Soc. S
08-09						
07-08						
06-07						
05-06						
04-05						
Grade 10	Reading	Math	Language	Total	Scienc	Soc. S
08-09						
07-08						
06-07						
05-06						
04-05						

ELO/Benchmark Data – Percent Met

Year	9 Read	10 AWA	10 Math	11 Science	11 Social Studies	11 State Write	11 Speak Listen
08-09							
07-08							
06-07							
05-06							

Climate Survey Results: Please list your current raw scores.

Descriptor	2007-08	2006-07
Student		
Environment (13 Items)		
Safety (12 Items)		
Discipline (9 Items)		
Maximum Opportunity to learn (14 Items)		
Monitoring Student Achievement (11 Items)		
Parent/Community Involvement (8 Items)		
Leadership (8 Items)		
Certified Staff		
Building Cohesiveness (6 Items)(7 in '08)		
Positive Attitude (7 Items)		
Fair and Proactive Discipline (7 items)		
Clean and Orderly Building (5 Items)		
Parent /Community Involvement (10 Items) (9 in 07-08)		
High Expectations (8 Items) (7 in 07-08)		
Student Success (9 Items)		
Monitor Student Achievement (8 Items) (6 in 07-08)		
Rules and Supervision (5 Items) (4 in 07-08)		
Preparing for Future (5 Items)		
Cultural Differences (7 Items) (Called Appreciation for Diversity in 07-08, 10 Items)	XXXX	XXXX
Leadership (20 Items)	XXXX	
Staff Leadership in 07-08 (5 Items)		XXXX
Building Leadership in 07-08 (15 Items)		XXXX
Perception of District Leadership (6 Items) (7 in 07-08)		
Discipline and Behavior (8 Items) Response to Behavior in 07-08 (12 Items)	XXXX	XXXX
Support Staff		
School Environment (20 Items)	XXXX	
Building Cohesiveness (6 Items)		XXXX
Attitude Toward School (14 Items)		XXXX
Appreciation for Diversity (7 Items)		XXXX
Safe and Orderly Environment (11 Items)		
Discipline and Behavior (8 Items)	XXXX	
Rules and Supervision (4 Items)		XXXX
Response to Behavior (10 Items)		XXXX
Cleanliness of Building (5 Items)		XXXX
Parent/Community Involvement (10 Items) (8 in 07-08)		
Leadership (5 Items)	XXXX	
Support Staff Leadership (4 Items)		XXXX
Building Leadership (13 Items)		XXXX
Parent		
School Environment (4 Items)		

Safe and Orderly Environment (5 Items)		
Discipline and Behavior (6 Items) (4 Items in 07-08)		
Maximum Opportunity to Learn (4 Items) (5 Items in 07-08)		
Monitoring Student Achievement (9 Items) (6 Items in 07-08)		
Parent/Community Involvement (5 Items) (4 Items in 07-08)		
Leadership (New for 07-08, 6 Items)		XXXX

Climate Survey – Percent A-F

Year	Group	Percent A	Percent B	Percent C	Percent D	Percent F
2008-09	Certified					
	Support					
	Student					
	Parent					
2007-08	Certified					
	Support					
	Student					
	Parent					
2006-07	Certified					
	Support					
	Student					
	Parent					
2005-06	Certified					
	Support					
	Student					
	Parent					
2004-05	Certified					
	Support					
	Student					
	Parent					

Signatures:

_____ (Date)

_____ (Administrator)

_____ (Date)

_____ (Supervisor)

Email a copy of this evaluation to your supervisor. Please include any artifacts/documents you wish to submit as part of your evaluation.

A copy of the final evaluation of each Administrator is to be sent to the Superintendent in June of each year.

CENTRAL OFFICE ADMINISTRATOR EVALUATION

EVALUATION OF CENTRAL OFFICE SUPPORT STAFF

Staff Member Evaluator

Associate Superintendent for Educational Services	KEITH LUTZ
Associate Superintendent for General Administration	KEITH LUTZ
Associate Superintendent for Human Resources	KEITH LUTZ
Executive Director – Technology	KEITH LUTZ
Executive Director for Planning, Evaluation and Informational Services.....	KEITH LUTZ
Director of Administrative Affairs	KEITH LUTZ
Director of Communications	KEITH LUTZ
Director of Athletics & Activities.....	KEITH LUTZ
Director of Pupil Services.....	JIM SUTFIN
Director of Human Resources.....	JIM SUTFIN
Director of Employee Relations	JIM SUTFIN
Human Resources Recruiter	JIM SUTFIN
Director of Elementary/Early Childhood Education	MARK FELDHAUSEN
Director of Secondary Education.....	MARK FELDHAUSEN
Director of Staff Development/Instructional Improvement.....	MARK FELDHAUSEN
Director of Special Education.....	MARK FELDHAUSEN
Administrator for Special Programs & Compliance.....	CHARLENE SNYDER
Coordinator of Special Programs.....	CAROL NEWTON
Coordinator of Elementary Special Education	CHARLENE SNYDER
Coordinator of Secondary Special Education	CHARLENE SNYDER
Coordinator of ECSE	CHARLENE SNYDER
Coordinator of Career & Tech Ed	NANCY JOHNSTON
Coordinator of Young Adult Program and Related Services	CHARLENE SNYDER
Support Services Manager	KEN FOSSEN
Accounting Manager.....	KEN FOSSEN

The purpose of this form is for the Supervisor to gather information throughout the year.

FORMATIVE FEEDBACK DATA (A)

Central Office Administrator: _____

Supervisor: _____

Visitation(s):

Dates:

Nature of Visit:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Sources of Data:

- () Community Survey(s)
- () Effective School Correlates
- () Requested Reports
- () School Newsletters
- () Achievement Test Data
- () Essential Learner Outcome Assessment Data
- () Special Information/Project(s)

Other Sources:

Attached are the individual administrator's Mutual Commitments and Key Performance Areas.

This form is intended to be used by the Supervisor for the “final” evaluation. This form is on the Intranet under Administrator Evaluation

**CENTRAL OFFICE
SUMMATIVE EVALUATION FORM**

ADMINISTRATOR: _____

SUPERVISOR: _____

YEAR:

PERFORMANCE CRITERIA

II. Mutual Commitments and Key Performance Areas:

Mutual Commitment 1:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 2:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 3:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 4:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 5:
Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 6:

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 7:

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 8:

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 9:

Administrator Write-Up:

Evaluator Comments:

Mutual Commitment 10:

Administrator Write-Up:

Evaluator Comments:

Key Performance Area 1: Improve student achievement by showing student progress on all district targeted assessments.

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write-Up:

Provide Attachments and Artifacts

Evaluator Comments:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you met).

CENTRAL OFFICE LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the regular job description, mutual commitments and performance action plans.

The administrator achieves four or more of the dimensions of leadership listed below to meet the STANDARD for leadership.

1. The administrator reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life.
2. The administrator serves as a member of the strategic planning team or action team.
3. The administrator is assigned by the Superintendent's Office to a special assignment (such as picture chairperson, legislation, cabinet, others approved by the Superintendent).
4. The administrator logs 20 hours or more of classroom instructional time during the year.
5. The administrator makes presentations to outside agencies, professional organizations, service clubs, the Board of Education, or is a member of an educational panel.
6. The administrator serves as a mentor to another administrator, as assigned by the Superintendent's office.
7. The administrator serves as a chair, officer, or member of a committee created by one of the major local professional organizations.
8. The administrator serves in a leadership capacity through participation and service to other governmental agencies, such as the city and county, by serving on committees or assuming special assignments such as a director, chairperson, or task force leader.
9. The administrator assumes a leadership role through service to educationally related organizations (ESU, MOEC, etc.) by serving on designated committees assuming task force assignments, serving on advisory committees, for the betterment of education.
10. The administrator attends at least four professional meetings or functions (PDK, Administrative Days, NCSA workshop, Region II, national convention).
11. The administrator is a presenter at a conference attended by persons from districts other than Millard.
12. The administrator chairs a district committee or is an active member of three district level committees (the committee(s) met at least three times and accomplished the mission).
13. The administrator is directly involved in a district pilot which may impact a building or the district. Involvement includes working with research, initial set-up, staff development, implementation, monitoring, and/or evaluation of the pilot.
14. Three credits from a graduate course or professional growth course are earned in the current year.
15. The administrator submits an article for publication in a professional journal.
16. Other leadership functions as mutually agreed upon by the administrator and his/her supervisor.
17. Twice a year, the administrator shadows a building administrator and participates in a teacher observation, post conference and debrief meeting with the building administrator.

Administrator Write-Up:

Supervisor's Comments:

Meets or Exceeds Expectations Approaches Expectations Unsatisfactory

III.Overall Rating

Meets or Exceeds Expectations Approaches Expectations Unsatisfactory

Administrator

Supervisor

Date

Date

A copy of the final evaluation of each Administrator is to be sent to the Superintendent in June of each year.

FAR EXCEEDS

FAR EXCEEDS

The definition of Far Exceeds continues to be, “an administrator who performs well in all of his/her job accountabilities and seeks and accepts extraordinary challenges *and* successfully addresses those challenges with near perfect performance”.

Beginning with the 2007-08 school year, there will be no documentation required for Far Exceeds, as there will be no self nominations or nominations by supervisors. It is intended that it will become obvious to the Superintendent if an administrator has gone above and beyond his/her job responsibilities. The final determination will be made by the Superintendent and it will be the responsibility of the Superintendent to communicate with those who receive this special designation. The designation of Far Exceeds for administrators will continue to be a 1% salary increase and recipients will be determined no later than July 15 of each year.

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluator's Signature

Position

Date

Administrator's Signature

Position

Date

Signature acknowledges receipt only of this information.

Strategy #2

We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

Specific Result

We will implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.



Action Step #4

- Train necessary personal to interpret and respond to survey results at both the district and building level.

Action Step #5

- Integrate engagement data into the site-planning process:
 - Data book
 - Data retreat

- 2,735 employees participated in the Q¹² survey. (95%)
- 12,159 students (5th through 12th grade) took the student engagement survey. (92.1%)
- 7000 parents were invited to participate in the survey. 3,230 participated in the survey. (46%)

Millard Public Schools Staff Engagement Summary

163

Engaged

50%*

(30%**)



Not Engaged

43%*

(55%**)

Actively Disengaged

7%*

(15%**)

*MPS
**National Statistics

Millard Employees Were Surveyed on the Following 12 Aspects

164

- I know what is expected of me at work.
- I have the materials and equipment I need to do my work right.
- At work, I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good work.
- My supervisor, or someone at work, seems to care about me as a person.
- There is someone at work who encourages my development.
- At work, my opinions seem to count.
- The mission or purpose of my organization makes me feel my job is important.
- My associates or fellow employees are committed to doing quality work.
- I have a best friend at work.
- In the last six months, someone at work has talked to me about my progress.
- This last year, I have had opportunities at work to learn and grow.

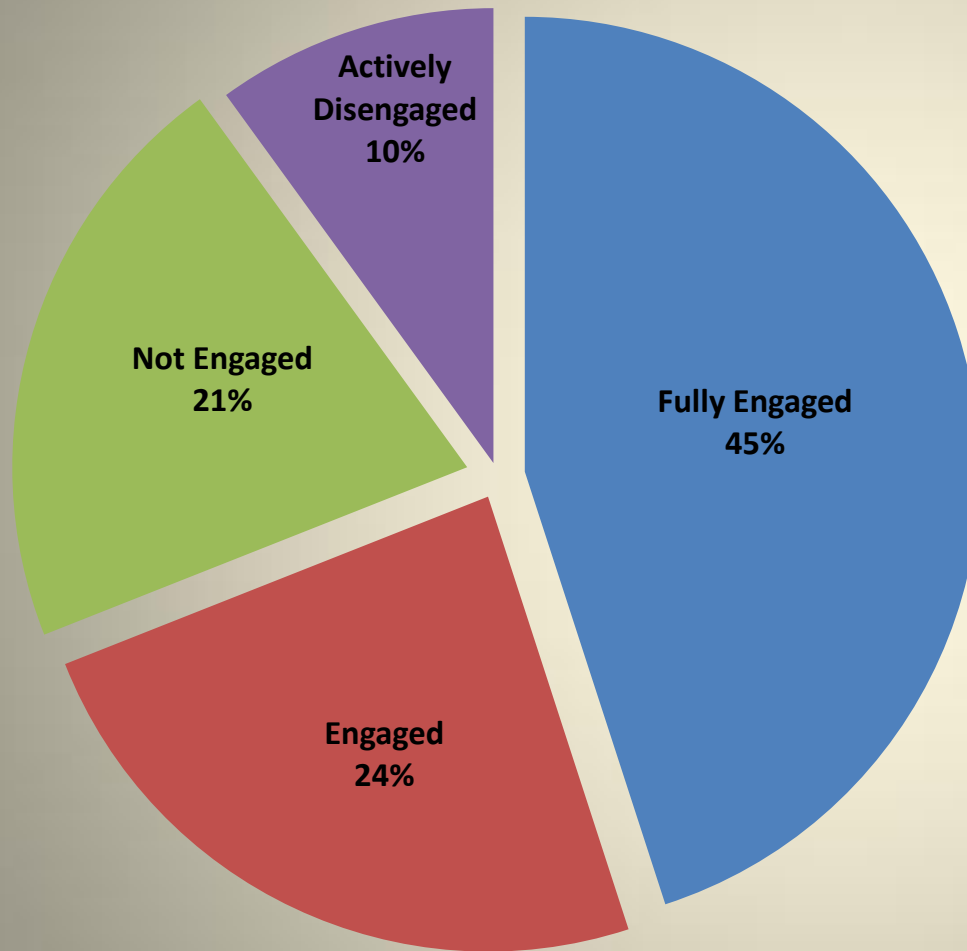
Areas of Strength

- At work, I have the opportunity to do what I do best every day.
- The mission or purpose of my organization makes me feel my job is important.
- My associates or fellow employees are committed to doing quality work.

Opportunities for Improvement

- In the last seven days, I have received recognition or praise for doing good work.
- At work, my opinions seem to count.
- I have a best friend at work.

Parent Engagement



- *Fully Engaged* — Strongly attached and loyal. These are your most valuable advocates.
- *Engaged* — Emotionally attached but not attitudinally loyal.
- *Not Engaged* — Emotionally and attitudinally neutral; no positive association.
- *Actively Disengaged* — Active emotional detachment and antagonism.

Millard Public Schools partnered with Gallup to develop the parent survey.

Currently Millard is the only school district to have given this survey.

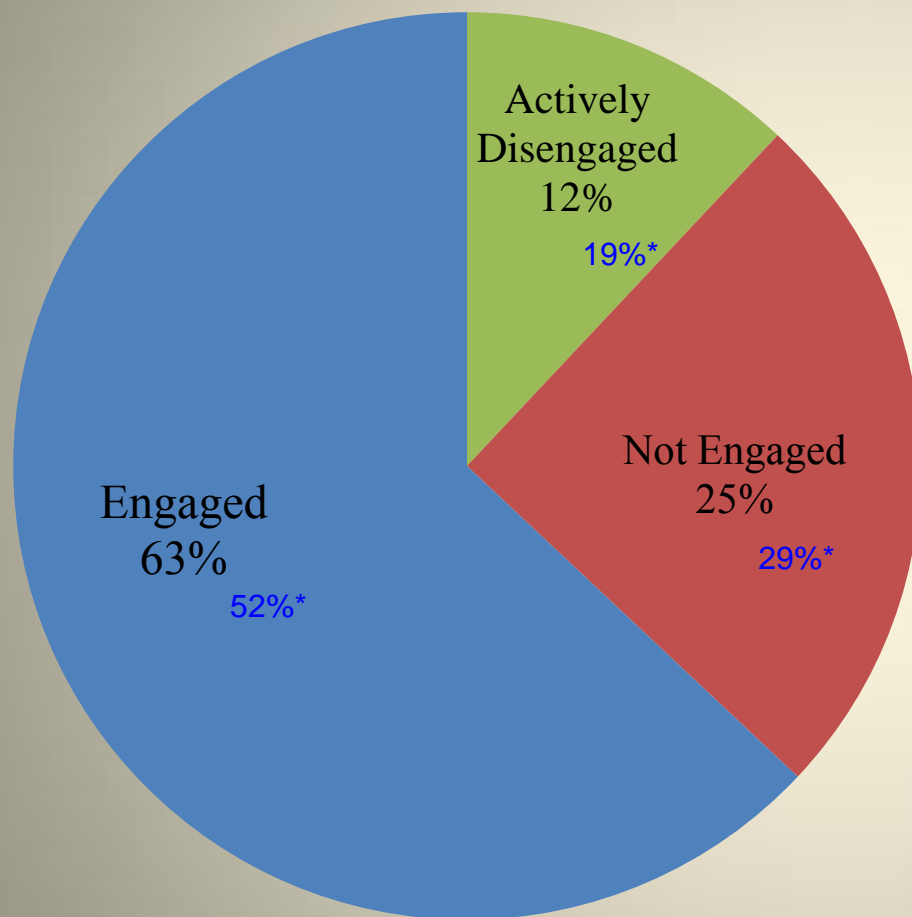
Areas of Strengths

- High academic standards held by the school.
- Mastery of the basics.
- My son/daughter is known as an individual student at their school.

Opportunities for Improvement

- Parent Conferences at my child's are helpful to their success.
- The amount of homework in my child's regular classes is about right.
- When moving from one grade to the next, my child has been prepared for the step.

Student Engagement



Engagement - the involvement in and enthusiasm for school.

Distinguishes between high performing and low-performing schools higher reading, math, and science performance on state tests

*National Results

MPS Grand Mean = 4.18 (out of 5) n = 12,159
 National Grand Mean = 3.99 (out of 5) n=230,265

Areas of Strength

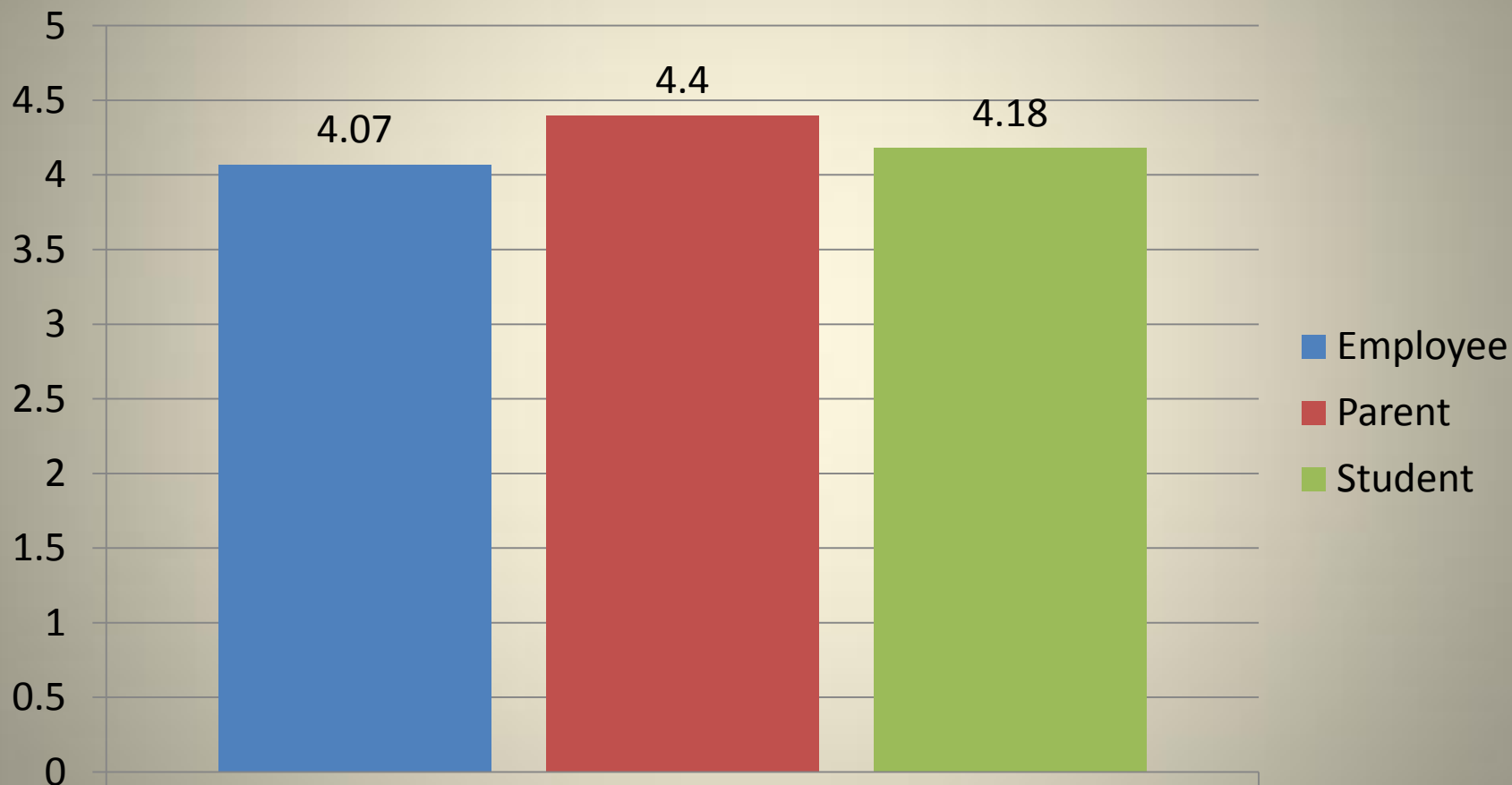
171

- I will graduate from high school.
- There is an adult in my life who cares about my future.
- I have a best friend at school.

Opportunities for Improvement

- I can find lots of ways around my problems.
- In the last seven days, I have received recognition or praise for doing good schoolwork.

Overall Engagement



n= (2,735) (3,230) (12,159)

Gallup Q12 Impact Training – Jan 29

During the Q12 Impact 1 training session, principals and managers became familiar with the principles of engagement and its impact on performance in schools.

Supervisors learned how to understand their Q12 scorecard and how to facilitate an Impact Planning Session for their workgroup. Gallup provided training resources.

Gallup Impact Training #2 – Feb 26

Principals will discuss the constructs of hope, engagement, and well-being and evidence of their relationship to student achievement.

Principals will learn to explain the student and parent scorecards and interpret the results to stakeholders.

Principals will assess alternative ways for introducing student and parent results to the school community and use all three survey results in school improvement plans.

Follow Up to Training

175

Supervisors will be introduced to Gallup Online (Gallup's Web-based online reporting and tracking tool) where they may input and update workgroup level Impact Plans.

Plans are due by Friday, April 16, 2010.

Ombudsman Program Status Report
February 8, 2009

Program Purpose: Provide educational continuity and opportunity for students, grades 6 – 12 who are:

1. long-term suspended (10 days or more),
2. expelled, or
3. who have withdrawn from school without having completed graduation requirements (ReStart Program)

Location: Walnut Grove Plaza
5031 South 153rd Street

Contract Duration: Second Semester 2009-2010 School Year, and Complete 2010-2011 School Year

Student Numbers: 17 students enrolled in program as of this date

Sessions: 30 slots in a.m., 7:45 - 11:45
30 slots in p.m., 12:00 - 4:00

Ombudsman Staff: All are Nebraska Certificated Teachers

Joan Phillips, Center Director
Ken Doyle
Sara Franzluebbbers
Rebecca Kaiser

MPS Processes: Student placement and enrollment issues though Kraig Lofquist and Pupil Services.
Curriculum and credit issues through Nancy Johnston and the Office of Secondary Education

Open House and Press Announcements: Anticipated late February or early March

Respectfully Submitted: Mark Feldhausen, Associate Superintendent of Educational Services

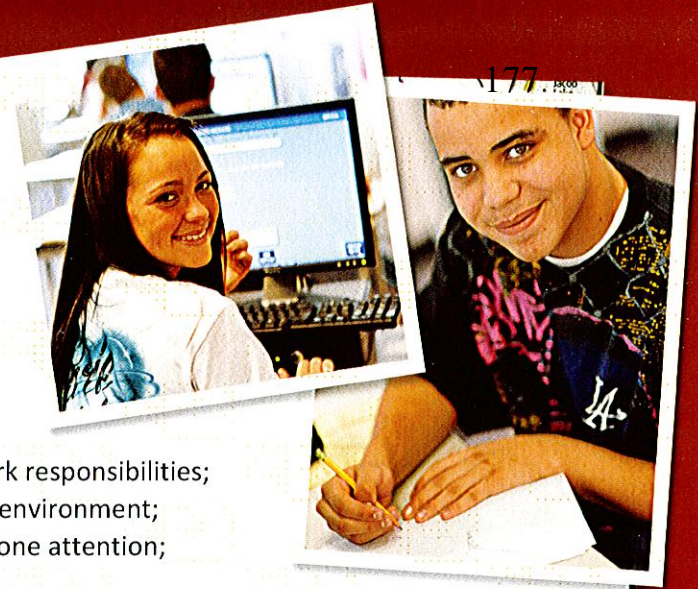
Ombudsman: What to Expect

What is the class day like?

Ombudsman is different from the traditional classroom.

Ombudsman students:

- Participate in a compressed class day on a flexible schedule, which allows time for family and work responsibilities;
- Follow a prescribed learning path in a technology-rich environment;
- Work in a small classroom setting and receive one-on-one attention;
- Avoid typical classroom distractions;
- Develop meaningful relationships with teachers who care about them and can help them succeed;
- Collaborate on group projects and learning activities guided by Ombudsman teachers; and
- Participate in community service projects as well as required volunteer and/or work study hours.



What do students learn?

Students work independently to follow a learning path developed exclusively for them. Students have the freedom to choose which subjects to complete on any given day, and they say they like being accountable for their learning.

Each learning path includes:

- Essential skills (reading, writing and mathematics);
- Life management;
- Health and recreation;
- Social studies and citizenship;
- Science;
- Art and music appreciation;
- College and career preparation; and
- Social Skills instruction.

What can Ombudsman students expect?

Students can expect to be successful and to earn the credits they need to graduate or to return to their district school. Graduates have the diploma and the skills they need to enroll in college, join the workforce or enlist in the military.



“Ombudsman taught me how to depend on myself and make better choices in life. If Ombudsman never came into my life, I probably would be a drop-out. So I thank Ombudsman and its staff for helping.”

Travis Harris, Ombudsman Student


Ombudsman

An Alternate Route
www.ombudsman.com
(800) 833-9235