

Personnel - Certificated Employees**Evaluation of Teachers**

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~~These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.~~¶

1. Communication of Evaluation Process: ¶

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~~Annual written communication of the evaluation process to those being evaluated shall be made by distributing a copy of the evaluation instrument to the certificated staff at the beginning of each school year.~~¶

2. Duration and Frequency of Observations and Written Evaluations and Instructional Goals and Growth Improvement Plan:

~~The duration and frequency of observations and written evaluations procedures for setting and establishing instructional goals and growth plan for both probationary and permanent (tenured) teachers are to be as follows:~~

a. Probationary Teachers: ¶

- ~~i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.~~¶
- ~~ii. Probationary teachers shall be formally observed and evaluated at least once each semester.~~¶
- ~~iii. The building principal or responsible evaluator is expected to complete the second semester evaluations of probationary teachers prior to April 15 of each year.~~¶

b. Permanent Teachers: ¶

- ~~i. Formal Observations: Formal observations and evaluations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.~~¶
- ~~ii. Permanent Teachers:~~
 - ~~1. Evaluation: Permanent teachers are to be formally observed and evaluated at least once every three school years of consecutive employment, provided that a formal evaluation shall occur the first year of a teacher's assignment to a new grade level, subject matter or school building.~~¶
 - ~~2. Goals and Improvement Plan:~~

a. Beginning of School Year: Each school year every permanent teacher shall on or before September 15th provide to and arrange to review with the principal of the building to which the teacher is assigned a statement of the teacher's:

- ~~i. Instructional goals for each teaching assignment; and,~~
- ~~ii. Plan for professional growth improvement of the contract year (graduate hours,~~

professional development, research or other professional development that would benefit the teacher's areas of instruction).

b. End of School Year Review and Analysis: Each school year every permanent teacher shall on or before May 15th provide to and arrange to review with the principal of the building to which the teacher is assigned a written review and analysis of the teacher's progress on fulfilling the teacher's stated instructional goals and a growth plan of professional development for the school year, including areas of completed, incomplete or to be modified in consideration of the ensuing school year.

c. Failure to Submit or Complete Goals and Growth Improvement Plan: Should a teacher fail to submit Instructional goals and growth improvement plan as provided herein, submits incomplete goals and plans, or demonstrate a lack of effort to implement or complete such goals and plan, such teacher may be formally evaluated for such school year, and any ensuing school years as determined necessary by the building principal or responsible evaluator to develop and achieve necessary goals and improvement plan to improve the teacher instructional performance.

d. Formal Evaluation Consideration: The permanent teacher's formal evaluation shall include an appraisal by the building principal or responsible evaluator of the teacher's effort in the development of and implementation of the teacher's goals and improvement plan for each school year.

e. Building Principal or Responsible Evaluator Conference: The teacher's building principal or responsible evaluator may at his/her discretion determine to meet with and review with the teacher the teacher's Goals and Growth Improvement Plan or End of School Year Review and Analysis at any time during the school year.

~~c. **Teachers' Responsibility Regarding Formal Evaluations:** Probationary and permanent teachers are expected to inform the building principal or responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations. In the event the building principal or responsible evaluator has not initiated the evaluation process nearing the time within which an evaluation is required to be completed, the teacher has the responsibility to notify the building principal or responsible evaluator such that the evaluation can be completed when due. ¶¶~~

~~d. **Failure to Complete Evaluations:** For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the building principal or responsible evaluator's performance. ¶¶~~

~~e. **Informal Observations and Evaluations:** Informal observations and evaluations may be conducted as the administration determines to be appropriate. ¶¶~~

~~f. **Additional Observations and Evaluations:** The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator. ¶¶~~

~~3. **Evaluation Criteria:** Teachers shall be evaluated based upon the following~~

- ~~district defined evaluation criteria:¶¶~~
- ~~a. Planning and Preparation.¶¶~~
 - ~~b. The Classroom Environment.¶¶~~
 - ~~c. Instruction Professional Responsibilities.¶¶~~
 - ~~d. Student Achievement Growth.¶¶~~

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~~The descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district defined criterion within each of the foregoing criteria areas.¶¶~~

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~~In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria. ¶¶~~

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~~4. Communication of Deficiencies:¶¶~~

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~~The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement. ¶¶~~

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~~As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.¶¶~~

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~~5. Teacher Responses to Evaluations:¶¶~~

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~~Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.¶¶~~

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~~6. Plan for Training Evaluators:¶¶~~

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~~All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.~~

Legal Reference: Neb. Rev. Stat. § 79-828 (Evaluation of Probationary Teachers)
NDE Rule 10

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