

## **Board of Education Regular Meeting**

Central Office, Wauneta Attendance Center  
PO Box 368  
Wauneta, NE 69045

Monday, June 14, 2021 6:00 PM

Hondo Fanning: Present

John Jutten: Present

Laurie Maris: Present

Aaron McKinney: Present

Allison Sandman: Present

Marty Wheeler: Present

### I. Call to Order

President Sandman called the meeting to order at .

#### I.1. Pledge of Allegiance

The Pledge of Allegiance was recited.

#### I.2. Posting Verification

The meeting posting was verified by Maris and McKinney.

#### I.3. Open Meetings Act

#### I.4. Mission Statement

### II. Roll Call

### III. Amendments to the Agenda/Approval of the Proposed Agenda

### IV. Recognition of Visitors/Public Comments

WP would welcome any comments on the CARES Act funding. Mr. Geier shared that we've been awarded 169169 for CARES Act funds. There is a CARES Act 3 \$384000 awarded. Geier shared the lengthy document that accompanies it.

V. Consent Agenda

VI. Action Items

VI.1. Sign and Approve the 5/10/2021 Regular Meeting Minutes

To sign and approve the 5/10/2021 regular meeting minutes Passed with a motion by Laurie Maris and a second by John Jutten.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

VI.2. Approve the District Expenditures and Budget Reports as presented for Month Ending 5/31/2021

To approve the districts budget reports as presented and approve the districts expenditures for Payroll \$244,496.10, Accounts Payable \$45,658.80 for a grand total of \$290,154.90 Passed with a motion by John Jutten and a second by Marty Wheeler.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

VI.3. Approve Technology Purchase

To approve the technology purchase of \$65703.61 for 21 touch screens to be reimbursed using CARES Act funds Passed with a motion by Hondo Fanning and a second by Aaron McKinney.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

VI.4. Approve/Adopt New Teacher/Principal Evaluation Tool

To approve and adopt the new principal/teacher evaluation tool that encompasses our current practices Passed with a motion by Laurie Maris and a second by John Jutten.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

VII. Policy Review

VIII. Administrative Reports

VIII.1. Superintendent Report

34278 gallons. \$1.49/gallons for 2021-2022 for FVCoop.

VIII.2. Principal Report

- VIII.3. ESU 15 Report
- VIII.4. NASB Report
- IX. Executive Session
  - IX.1. Enter Into Executive Session
  - IX.2. Return to Open Session
- X. Next Regular Meeting

July 14th at 5 pm MT/6 CT in Wauneta.

- XI. Adjourn

President Sandman adjourned at 7:37 pm MT.

## **Wauneta-Palisade Schools Board of Education Regular Meeting Minutes**

The Board of Education for the District of Chase County School District #15-0536 a/k/a Wauneta-Palisade Public Schools was convened in open, public session for a Regular Meeting at 6:01 PM Mountain on May 10, 2021, in the Central Office, Wauneta Attendance Center, PO Box 368, Wauneta, NE 69045, by President Sandman.

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of the meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

### **Announcement of Open Meetings Act Posting**

At the beginning of the meeting, President Sandman announced and informed the public that a current copy of the Open Meeting Act is permanently posted in the meeting room on a laminated poster, accessible to members of the public.

### **Mission Statement**

Inspiring our Youth, Expecting Results Everyday

I. Call to Order. Sandman called the meeting to order at 6:01 pm MT.

I.1. Pledge of Allegiance. The Pledge of Allegiance was recited.

I.2. Posting Verification. McKinney and Maris verified meeting posting.

I.3. Opens Meeting Act

I.4. Mission Statement

II. Roll Call. Present Board Members: Hondo Fanning, John Jutten, Laurie Maris, Aaron McKinney, Allison Sandman and Marty Wheeler.

III. Amendments to the Agenda/Approval of the Proposed Agenda

III.1. Add Agenda Item to Action Items: Approve Trailer Purchase. To amend the agenda to include trailer purchase passed with a motion by John Jutten and a second by Hondo Fanning. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

IV. Recognition of Visitors/Public Comments. Larissa Gerhartz addressed the board about state testing and school performance over the 2017 NSCAS tests.

## V. Action Items

V.1. Approve and Sign 4/12/2021 Regular Meeting Minutes. To approve and sign the 4/12/2021 regular meeting minutes passed with a motion by Laurie Maris and a second by Marty Wheeler. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.2. Approve the Districts Monthly Expenditures and Budget Reports for Month Ending 4/30/2021. To approve the monthly expenditures of payroll of \$270173.84, accounts payable of \$126302.03 for a total of \$396475.87 and approve the monthly budget reports as presented passed with a motion by John Jutten and a second by Aaron McKinney. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.3. Accept Teacher Resignations. To approve resignations from Aaron and Sara Behrends and Teresa Hayes effective end of 2020-2021 school year and thank them for their years of service to the district passed with a motion by Laurie Maris and a second by Hondo Fanning. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.4. Approve 2021-2022 Teacher Contract. To approve 2021-2022 contract for Colby Cox passed with a motion by Laurie Maris and a second by Marty Wheeler. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.5. Approve Board Position Against NDE Proposed Health Standards. To approve board opposition to the proposed NDE Health Standards and to send letters to NDE and Nebraska State Board of Education representative passed with a motion by John Jutten and a second by Aaron McKinney. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.6. Approve/Amend Last Day of School Change to Calendar. To amend 2020-2021 school calendar to change last day of school to 5/14/2021 passed with a motion by John Jutten and a second by Marty Wheeler. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.7. Approve 2021-2022 School Calendar. To approve the proposed 2021-2022 school calendar passed with a motion by John Jutten and a second by Laurie Maris. Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

Discussion: McKinney asked why we don't offer a spring PT conference. Geier shared the reasoning behind no spring PT conference.

V.8. Approval of Disposal of Surplus Items for Public Bid. To approve disposal of surplus items (bus, suburban, car) for sealed bid or disposal passed with a motion by John Jutten and a second by Marty Wheeler.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

V.9. Approve Trailer Purchase. To approve the purchase of a trailer from Chuck's Trailer Sales for \$8895 passed with a motion by Laurie Maris and a second by Aaron McKinney.

Hondo Fanning: Yea, John Jutten: Yea, Laurie Maris: Yea, Aaron McKinney: Yea, Allison Sandman: Yea, Marty Wheeler: Yea

## VI. Policy Review.

VI.1. Review Board Policy about Meeting Notifications. Board Policy 8342 Review of policy about meeting notifications for public. It was discussed that the district follows policy exactly as written and the Board will not alter at this time.

## VII. Administrative Reports

VII.1. Superintendent Report. Geier shared with the board that students completed the NSCAS testing and results will not be available until November 2021. Applying for REAP funds as they are about to run out. Looking to use CARES act funds for updated white/smart boards for classrooms. The new activity bus is completing the final inspection before it will be arriving. Graduation is Saturday, May 15<sup>th</sup> at 10:30 am MT. Drivers Education will begin May 24<sup>th</sup>.

VII.2. Principal Report. Freck shared all the upcoming events: Kindergarten round up predicts 18-20 Kindergarteners; PK open house tomorrow; Kindergarten Mother day tea; 4-5<sup>th</sup> grade recital and AR/classroom awards on Thursday. Last week's 6-12 concert was awesome. WP JH Track meet went well and two records were broken LJ Ashton Wheeler 18' 1/2" and TJ Grayden Sutherland 38' 2.5". Received many compliments on the facilities. Scott has worked hard to prepare our grounds. Academic/Awards Night with 8<sup>th</sup> grade promotion and NHS induction is Thursday; District track is Wednesday in Bertrand; JH RPAC is rescheduled for Thursday in Benkelman; Last day of school and elementary field is Friday the 14<sup>th</sup>. Monday the 17<sup>th</sup> is Athletic Banquet @ 6 pm MT.

VII.3. ESU 15 Report. Sandman reported that ESU 15 is showing good faith to share with CCS what they are looking for in a services invoice including student initials and what services were received.

VII.4. NASB Report. June Golf and 2021 School Law and Leaders Conference 6/2 in Kearney.

IX. Next Regular Meeting. Monday, June 14, 2021 6 pm MT/7 pm CT.

X. Adjourn. Sandman adjourned the meeting at 8:13 pm MT.

Respectfully submitted,  
Marj Rundback  
Recording Secretary

Dated this May 10, 2021  
Chase County School District #536  
a/k/a Wauneta-Palisade Public Schools

By: \_\_\_\_\_ Attest: \_\_\_\_\_  
Board Secretary Board President



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 MAILING: PO Box 24570  
 Kansas City, MO 64131-0570  
 (800) 798-5228 | www.kcav.com

**QUOTE**  
**No. 17379**

**BILL TO:** **JOB LOCATION:**

Wauneta-Palisade Public Schools  
 , 214 W Wichita St  
 Wauneta, NE 69045  
**CONTACT:** Joseph Frecks  
 josephfrecks@gmail.com, (308)394-5700  
**DATE:** April 26, 2021  
**EXPIRES:**

Wauneta-Palisade Public Schools  
 , 214 W Wichita St  
 Wauneta, NE 69045  
**CONTACT:** Joseph Frecks  
 josephfrecks@gmail.com, (308)394-5700  
**SALES REP:** Dustin Frank  
 dfrank@kcav.com, (800)798-5228 EXT 151

**TITLE:**

Wauneta-Palisades - Wauneta Site - 4-26-21

PART NUMBER	PART DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
CTI-6075K+-UH20	Clear Touch 75" 6000K+ Series IFP with USB and USB-C, 20 Pts of Touch, Ultra HD, includes wifi and mount	12.00 EA	\$2,937.50	\$35,250.00
CTI-EXWTY-6075-2Y	Clear Touch Extended Limited Warranty for 6000 Series 75" Interactive Panels; Total of 5 Years	12.00 EA	\$0.00	\$0.00
IFP550	Copernicus iRover Base Model for Interactive Flat Panels,	2.00 EA	\$600.00	\$1,200.00
SHIP-HANDLING	KCAV Shipping & Handling of all above items	1.00 EA	\$1,241.73	\$1,241.73

<b>SUBTOTAL:</b>	\$37,691.73
<b>TAX:</b>	\$0.00
<b>TOTAL:</b>	\$37,691.73

**Order Instructions:**

1. Send this quote along with your purchase order to: [orders@kcav.com](mailto:orders@kcav.com).
2. If using this form as a purchase order, sign and return this form to KCAV. Include your billing address and PO and/or project number on this form.
3. Be sure your purchase order reflects shipping/handling terms as indicated on this quote.

**Payment Terms:**

1. Hardware-only orders over \$50,000 require a 50% deposit.
2. In keeping with industry standards, payment terms for commercial projects that involve installation are as follows: 40% deposit in advance of start of project, 40% invoiced following delivery of hardware, and 20% invoiced following completion of project.
3. Credit card payments will incur a 4% convenience fee in allowed states.
4. Standard payment terms are Net 30 days from date of invoice.

**Please review the following terms before placing your order:**

1. Pricing is valid for 30 calendar days from date of this quote.
2. A minimum 20% restocking fee will be charged on returned items. Return shipping is the responsibility of the customer.
3. All sales are subject to KCAV Terms and Conditions, which can be found at [www.kcav.com/termsandconditions](http://www.kcav.com/termsandconditions).

<b>IF YOU WISH TO ACCEPT THIS PROPOSAL AND RELATED STATEMENT OF WORK, PLEASE SIGN AND RETURN</b>	
BUYER: _____	DATE: _____
BUYER SIGNATURE: _____	PO NO.: _____



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 Kansas City, MO 64131-0570  
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 , 214 W Wichita St  
 Wauneta, NE 69045  
**CONTACT:** Joseph Frecks  
 josephfrecks@gmail.com, (308)394-5700  
**DATE:** April 26, 2021  
**EXPIRES:** May 26, 2021

Wauneta-Palisade Elementary  
 206 North Reynolds Street  
 Palisade, NE 69040  
**CONTACT:** Joseph Frecks  
 josephfrecks@gmail.com  
**SALES REP:** Dustin Frank  
 dfrank@kcav.com, (800)798-5228 EXT 151

**TITLE:**

Wauneta-Palisades - Palisade Elementary - 4-26-21

PART NUMBER	PART DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
CTI-6075K+-UH20	Clear Touch 75" 6000K+ Series IFP with USB and USB-C, 20 Pts of Touch, Ultra HD, includes wifi and mount	9.00 EA	\$2,937.50	\$26,437.50
CTI-EXWTY-6075-2Y	Clear Touch Extended Limited Warranty for 6000 Series 75" Interactive Panels; Total of 5 Years	9.00 EA	\$0.00	\$0.00
IFP550	Copernicus iRover Base Model for Interactive Flat Panels,	1.00 EA	\$600.00	\$600.00
SHIP-HANDLING	KCAV Shipping & Handling of all above items	1.00 EA	\$974.38	\$974.38

<b>SUBTOTAL:</b>	\$28,011.88
<b>TAX:</b>	\$0.00
<b>TOTAL:</b>	\$28,011.88

**Order Instructions:**

1. **Send this quote along with your purchase order to: [orders@kcav.com](mailto:orders@kcav.com).**
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**Please review the following terms before placing your order:**

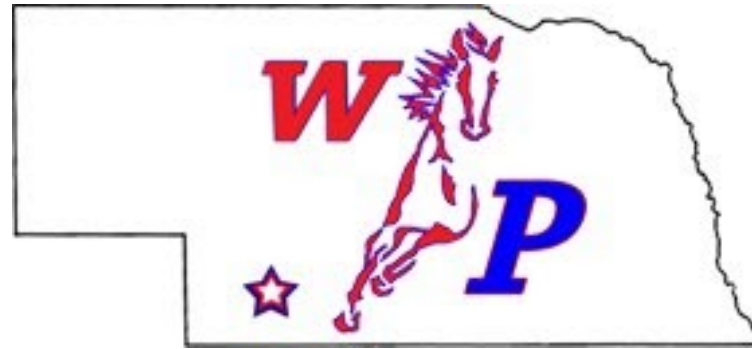
1. Pricing is valid for 30 calendar days from date of this quote.
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3. All sales are subject to KCAV Terms and Conditions, which can be found at [www.kcav.com/termsandconditions](http://www.kcav.com/termsandconditions).

<b>IF YOU WISH TO ACCEPT THIS PROPOSAL AND RELATED STATEMENT OF WORK, PLEASE SIGN AND RETURN</b>	
BUYER: _____	DATE: _____
BUYER SIGNATURE: _____	PO NO.: _____

# Wauneta-Palisade Principal Formal Evaluation Form

Name:  
School:

Evaluator:  
Date



*Inspiring Our Youth & Expecting Results Every Day*

**EFFECTIVE PRACTICE (1) Vision for Learning:** The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well being.

<input type="checkbox"/> <b>Vision for learning Exemplary (4)</b>	<input type="checkbox"/> <b>Vision for Learning Proficient (3)</b>	<input type="checkbox"/> <b>Vision for Learning Basic (2)</b>	<input type="checkbox"/> <b>Vision for Learning Unsatisfactory (1)</b>
<p>The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.</p>	<p>The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<p>The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<p>The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>

**Check Box (M - Meets, P - Progressing, NI - Needs Improvement)**

**Indicators for Effective Practice (1) Vision for Learning.**

	<p>a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies</p>
	<p>b. Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations</p>

	c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community
	d. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member
	e. Ensures each student's instructional experience is based on intentional and district supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students
	f. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs
	g. Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity
Comments:	

**EFFECTIVE PRACTICE (2) Continuous Improvement:** The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

<input type="checkbox"/> Vision for learning Exemplary (4)	<input type="checkbox"/> Vision for Learning Proficient (3)	<input type="checkbox"/> Vision for Learning Basic (2)	<input type="checkbox"/> Vision for Learning Unsatisfactory (1)
In collaboration with members of	The principal leads a	The principal leads a	The principal is ineffective in

<p>the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.</p>	<p>systematic continuous school improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.</p>	<p>continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.</p>	<p>leading the continuous school improvement process and fails to develop essential components of the process.</p>
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<p><b>Check Box (M - Meets, P - Progressing, NI - Needs Improvement)</b>  <b>Indicators for Effective Practice (2) Developing Relationships:</b></p>	
	<p>a. In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals</p>

	b. Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization, programs, and services to align with the school's vision, mission, and goals
	c. Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data
	d. Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community
	e. In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning
	f. Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school
	g. In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement
	h. Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning
	i. Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts
Comments:	

**EFFECTIVE PRACTICE (3) Staff Support and Development:** The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

<input type="checkbox"/> <b>Vision for learning Exemplary (4)</b>	<input type="checkbox"/> <b>Vision for Learning Proficient (3)</b>	<input type="checkbox"/> <b>Vision for Learning Basic (2)</b>	<input type="checkbox"/> <b>Vision for Learning Unsatisfactory (1)</b>
<p>The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.</p>	<p>The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<p>The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning</p>	<p>The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.</p>

<p><b>Check Box (M - Meets, P - Progressing, NI - Needs Improvement)</b>  <b>Indicators for Effective Practice (3) Continuous School Improvement</b></p>	
	<p><b>a. Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member</b></p>

	b. Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices
	c. Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed
	d. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members
	e. Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement
	f. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student
	g. Mentors emerging staff leaders to build leadership capacity within the school community

Comments:

**EFFECTIVE PRACTICE (4) Operations & Management:** The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Vision for learning  
Exemplary (4)

Vision for Learning  
Proficient (3)

Vision for Learning  
Basic (2)

Vision for Learning  
Unsatisfactory (1)

<p>The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.</p>	<p>The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.</p>	<p>The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.</p>	<p>The principal's understanding of management functions incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manage the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.</p>
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<p><b>Check Box (M - Meets, P - Progressing, NI - Needs Improvement)</b>  <b>Indicators for Effective Practice (4) Instructional Leadership</b></p>	
	<p>a. In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school</p>

	b. Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school
	c. Promotes the school as a community center and resource for families and community members
	d. Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and school improvement with the educational community
	e. In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student
	f. Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment
	g. Engages in responsible, ethical, and accountable budgeting and accounting practices
	h. Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment
	i. Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs

Comments:

**EFFECTIVE PRACTICE (5) Culture for Learning:** The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Vision for learning

Vision for Learning

Vision for Learning

Vision for Learning

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Unsatisfactory (1)</b>
<p>The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students</p>	<p>The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>	<p>The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.</p>	<p>The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>

<p><b>Check Box (M - Meets, P - Progressing, NI - Needs Improvement)</b>  <b>Indicators for Effective Practice (4) Instructional Leadership</b></p>	
	<p>a. Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive,</p>

	fair, unbiased manner.
	b. Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self.
	c. Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student.
	d. Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals.
	e. Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community.
	f. Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization.
	g. Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community.
	h. Utilizes and promotes the cultural, social, and intellectual resources of the community.
Comments:	

**EFFECTIVE PRACTICE (6) Professional Ethics and Advocacy:** The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of

<b>the school.</b>			
<input type="checkbox"/> <b>Vision for learning Exemplary (4)</b>	<input type="checkbox"/> <b>Vision for Learning Proficient (3)</b>	<input type="checkbox"/> <b>Vision for Learning Basic (2)</b>	<input type="checkbox"/> <b>Vision for Learning Unsatisfactory (1)</b>
The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.

<b>Check Box (M - Meets, P - Progressing, NI - Needs Improvement)</b>	
<b>Indicators for Effective Practice (6) Systems Management:</b>	
	a. Places students at the center of education and shares a collective responsibility for each student's academic success and

	<b>well-being</b>
	<b>b. Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals</b>
	<b>c. Protects the established rights and confidentiality of students and staff</b>
	<b>d. Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement</b>
	<b>e. Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism</b>
	<b>f. Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities</b>
	<b>g. Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect</b>
	<b>h. Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community</b>
<b>Comments:</b>	

District criterion is met when a staff member maintains a summative score of 2.0 or greater.

**SUMMATIVE AVERAGE:**

**SUMMATIVE SCORE:**

**EVALUATOR COMMENTS:**

**EVALUATOR SIGNATURE:**

**PRINCIPAL'S COMMENTS:**

**PRINCIPAL SIGNATURE:**

Nebraska Teacher and Principal Performance Standards  
Marzano Crosswalk

Nebraska Teacher Performance Standards		Marzano Alignment
<b>Planning and Preparation</b>	The teacher plans using district and state standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals (Danielson, 2013; InTASC, 2013).	
Indicators:	a. Through collaboration with colleagues, prioritizes district and state standards to ensure vertical alignment and appropriate pacing of curriculum	Elements 16, 44*, 55*, 59*, 60*
	b. Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state standards, learning goals, and instructional objectives	Elements 1, 6-22, 41-43, 42*, 43*, 44*
	c. Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences	Elements 13,16, 21, 30, 39
	d. Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Elements 39, 22, 47*, 48*, 49*
	e. Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.	Elements 1, 2, 4, 5, 42*, 50-55*, 57*, 58*
	f. Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Elements 2, 4, 5, 23-34, 36-39, 47*, 48*, 49*
<b>The Learning Environment</b>	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement (Danielson, 2013; InTASC, 2013).	
Indicators:	a. Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	Elements 22, 29, 31-43
	b. Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	Elements 2, 3, 22, 29, 31, 32, 38-43

	c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs	Elements 4, 5, 22-32, 35, 38-43
	d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	Elements 22, 29, 33-43, 47*, 48*, 49*
	e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress	Elements 4, 5, 8, 10-12, 14, 18, 19, 36, 37
<b>Instructional Strategies</b>	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement (Danielson, 2013; InTASC, 2013).	
Indicators:	a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state standards, learning goals, and instructional objectives	Elements 1-5
	b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	Elements 10-14, 23-32, 42, 43, 45*, 46*
	c. Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences	Elements 38, 39, 41, 42, 43
	d. Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	Elements 2, 4, 5, 9, 13, 20, 22, 50*, 51*, 52*
	e. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	Elements 12-14, 16, 22, 24, 41-43, 44*, 59*, 60*
	f. Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	Elements 38-43, 59*, 60*
<b>Assessment</b>	The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting (Danielson, 2013; InTASC, 2013).	
Indicators:	a. Utilizes formative, interim, and summative assessments that align to district and	Elements 1-5

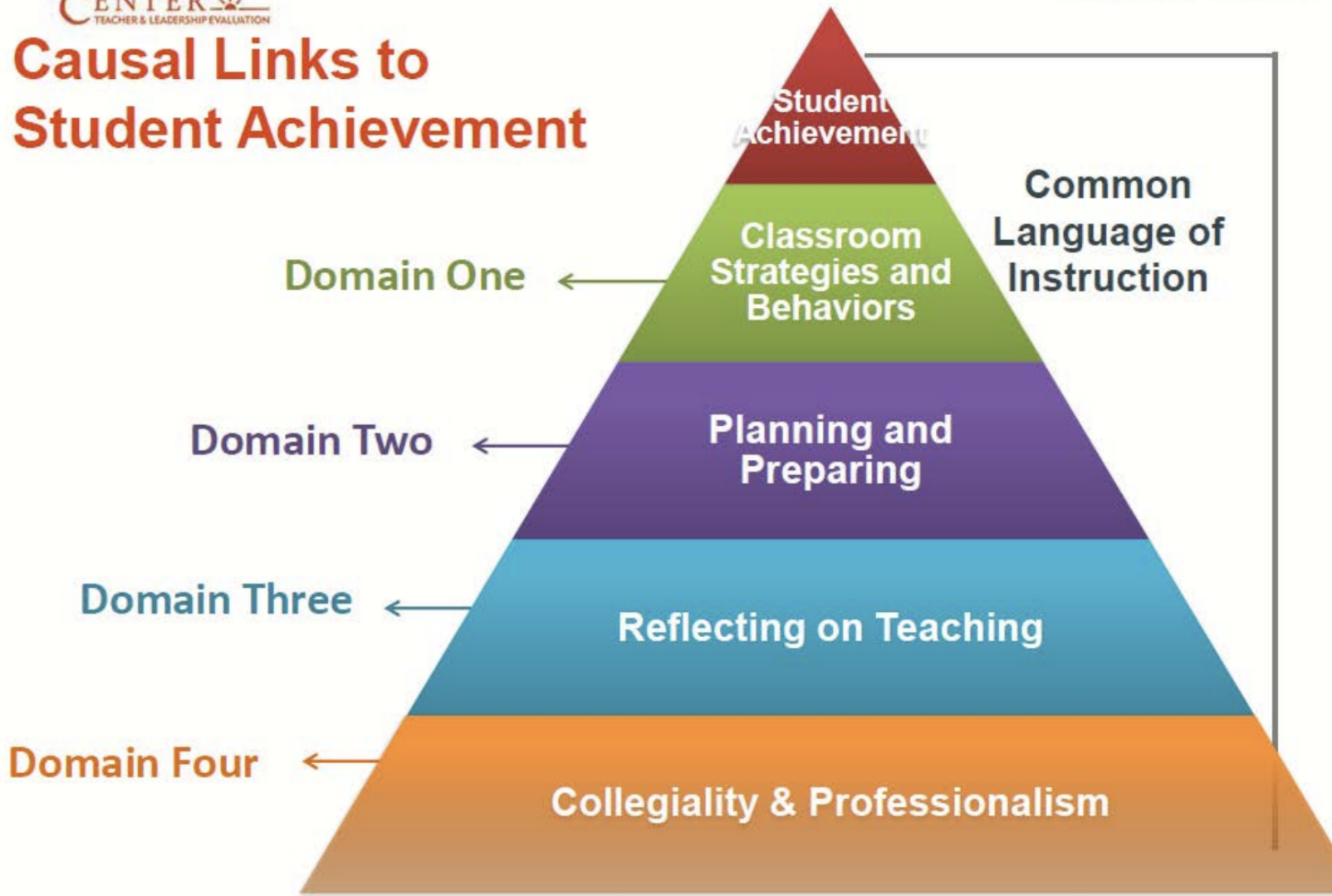
	state standards, learning goals, and instructional objectives.	
	b. Uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding	Elements 20, 23-32, 38-43
	c. Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Elements 1-5, 9, 41-43
	d. Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction	Elements 1-5, 20, 22, 50*, 51*, 52*, 55*
	e. Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals	Elements 7-14, 18-20, 24, 25, 30-32, 41-43
	f. Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders	Elements 1-3, 41, 45*, 46*, 59*
<b>Professionalism</b>	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession (GA DOE, 2017; Stronge, 2011).	
Indicators:	a. Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district	Elements 55*, 56*, 59*, 60*
	b. Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community in an effort to support and enhance each student's academic success and well-being	Elements 55*, 56*, 57*, 58*
	c. Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community	Elements 50-54*, 57*, 58*
	d. Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness	Elements 42-54*
	e. Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community	Elements 50-56*, 60*
	f. Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement	Elements 39, 41, 42-44*, 47-49*, 56-58*, 60*

	g. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	Elements 55*, 56*, 59*
<b>Gaps that Need to Be Addressed</b> (Areas of the Teacher Performance Standards that are Missing in the Marzano Model)		
Domain 1 Only	Domains 1, 2, 3, and 4	
<i>Enhanced focus on Equity and Data-Based Decision Making is necessary.</i>		
<ul style="list-style-type: none"> <li>● Planning and Preparation</li> <li>● Reflecting on Teaching</li> <li>● Collaboration/Collegiality</li> <li>● Professionalism</li> <li>● Equity and Cultural Responsiveness</li> <li>● Advocacy</li> <li>● Selecting Resources to Support Curriculum</li> <li>● Disaggregation of Data</li> </ul>	<ul style="list-style-type: none"> <li>● Equity and Cultural Responsiveness</li> <li>● Advocacy</li> <li>● Selecting Resources to Support Curriculum</li> <li>● Disaggregation of Data</li> </ul>	

*\*Note: The NEW Art of Science of Teaching (ASOT) was used to create this crosswalk, which focuses on Domain 1. However, Domains 2, 3, and 4 are included above, identified with asterisks beside the aligned numbers.*

# Links to Student Achievement

## Causal Links to Student Achievement



# Domain 2

## Planning and Preparation

- \* Planning and preparing for lessons and units (Elements 42-44)
- \* Planning and preparing for use of resources/technology (Elements 45-46)
- \* Planning and preparing for the needs of English language learners (Element 47)
- \* Planning and preparing for the needs of Special Education students (Element 48)
- \* Planning and preparing for the needs of students who lack support for schooling (Element 49)

## Domain 2

# Examples/Sources of Evidence

- \* Planning – evidence that lessons are sequenced to progress to a deep understanding of content and adequately address all the salient components of a specific standard from the CCSS, supplemented by a discussion with the teacher (pre-conference); pacing guides, curriculum maps
- \* Classroom observation – effective scaffolding of information within the lesson, observation of material use during lesson, technology integrated during lesson, teacher and/or student artifacts
- \* Post-conference – written analysis of the lesson by the teacher, common assessments

# Domain 3

## Reflecting on Teaching

- \* Evaluating Personal Performance (Elements 50-52) – Reflect on your performance: pedagogical strengths and weaknesses, strategies and behaviors
- \* Developing and Implementing a Professional Growth Plan (in writing) and continue to monitor progress (Elements 53-54)

# Domain 3

## Examples/Sources of Evidence

- \* Self-reflection
- \* Reflection conference
- \* Professional growth plan
- \* iObservation documentation of conferences/discussions
- \* Student data folder
- \* Data assessment/analysis

# Domain 4

## Collegiality/Professionalism

- \* Promoting a Positive Environment (Elements 55-56) through positive interactions with colleagues, students, and parents
- \* Promoting Exchange of Ideas and Strategies (Elements 57-58) – Seeking mentorship for areas of need or interest and/or mentoring other teachers and sharing ideas and strategies
- \* Promoting District and School Development (Elements 59-60) – Adhering to district and school rules and procedures; participating in district and school initiatives

# Domain 4

## Examples/Sources of Evidence

- \* Conferences/discussions
- \* iObservation
- \* Agendas from school/district committees
- \* Lesson study
- \* Book study
- \* RTI meetings
- \* Staff/team presentations
- \* PLC meetings
- \* Log of parent calls
- \* Tutoring
- \* Mentoring
- \* Parent/teacher conferences
- \* PTA / PTO
- \* School concerts
- \* Documenting participation in professional development

# Nebraska Teacher and Principal Performance Standards





Supporting Educator Effectiveness through Development

On April 3, 2020, the Nebraska State Board of Education (SBOE) approved revisions to the *Nebraska Teacher and Principal Performance Framework*, now referred to as the **Nebraska Teacher and Principal Performance Standards**. This document was last revised in 2017. The SBOE approved the revisions with one amendment—the words *district and state content standards* were added to the *Staff Support and Development* standard for principals.

In January 2011, the SBOE authorized the drafting of possible performance standards for teachers and principals. At that time, the stakeholder and drafting committees' development of Effective Practices and Example Indicators was informed by the profession's national standards. For teachers, these included the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Framework for Teaching developed by Charlotte Danielson. For principals, these included the Interstate School Leaders Licensure Consortium (ISLLC) 2008 policy standards. In addition, standards developed by other states served as a valuable resource.

Beginning in January of 2019, stakeholder committees and standards revision committees were convened to inform statewide conversations and decisions about the shift in how Nebraska supports and develops teachers and principals to ensure each student has equitable access to effective teachers and principals. Decisions were again informed by the profession's national standards. For teachers, these included the 2013 *Interstate Teacher Assessment and Support Consortium (InTASC)* standards, the *Framework for Teaching* developed by Charlotte Danielson, and the *Marzano Teacher Evaluation Model*. For principals, these included the National Policy Board for Educational Administration's 2015 *Professional Standards for Educational Leaders (PSEL)*, and the 2017 *Competency Standards for Learner-Centered, Personalized Education* by the Jobs for the Future and Council for Chief State School Officer (CCSSO) organizations. In addition, standards developed by other states served as a valuable resource.

The **Nebraska Teacher and Principal Performance Standards** are the framework that provides a common language for what it means to be an effective teacher or effective principal in Nebraska. This common language will help guide local districts, educational service units, institutions of higher education, and state and local policymakers as they strive together to ensure Nebraska's continuing commitment to improving educational equity for all children.

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## SUPPORTING EDUCATOR EFFECTIVENESS THROUGH DEVELOPMENT

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Each student deserves equitable access to effective teachers and principals who hold a genuine belief that each child can learn and grow. Teachers are the single most important school-based factor affecting student achievement (McCaffrey et al., 2003), and school leadership is second only to teaching among all school-related factors that contribute to what students learn in school (Gates et al., 2019). A shift in how Nebraska supports and develops teachers and principals is essential to ensuring each student has what they need at the right moment, at the right level, and with the right intensity.

The determination of student needs must be rooted in the collection and analysis of multiple sources of relevant data. Meaningful use of data leads to systematic educational decisions, ensuring all students have the opportunity to achieve at high levels (Datnow & Park, 2015). Most importantly, the disaggregation of data to analyze and address the needs of specific student groups is essential to providing equitable access to each student. The enhanced usage of student, teacher, and principal data to make decisions about student needs must be a collective effort among the Nebraska Department of Education (NDE), local educational agencies (LEAs), Educational Service Units (ESUs), Educator Preparation Programs (EPPs), and other educational organizations.

The **Nebraska Teacher and Principal Performance Standards** provide an enhanced focus on equitable opportunities for each student. These opportunities become visible through a common language of expectations, a better understanding of the knowledge and skills needed for effective teachers and principals, a commitment to staff support and development, and a focus on family and community engagement.

### Statewide Common Language

The **Nebraska Teacher and Principal Performance Standards** provide a foundation for communicating expectations for Nebraska's teachers and principals and a framework for the alignment of statewide initiatives for the NDE, LEAs, ESUs, and EPPs, and other educational organizations. With the changing landscape in educational roles and responsibilities, courageous and necessary shifts toward consistency in expectations within Nebraska will translate to equitable opportunities for each student.

### Knowledge and Skills for Effective Teachers and Principals

The **Nebraska Teacher and Principal Performance Standards** provide a foundation for the communication of the knowledge and skills effective teachers and principals in Nebraska must demonstrate. This communication will clarify districts' expectations for their teachers and principals, allowing teachers and principals to continue to learn and grow professionally throughout their careers. In addition, this communication will increase the transparency of expectations within the NDE, ESUs, EPPs, and other educational organizations, translating into increased alignment of expectations for teachers and principals and equitable opportunities for each student.

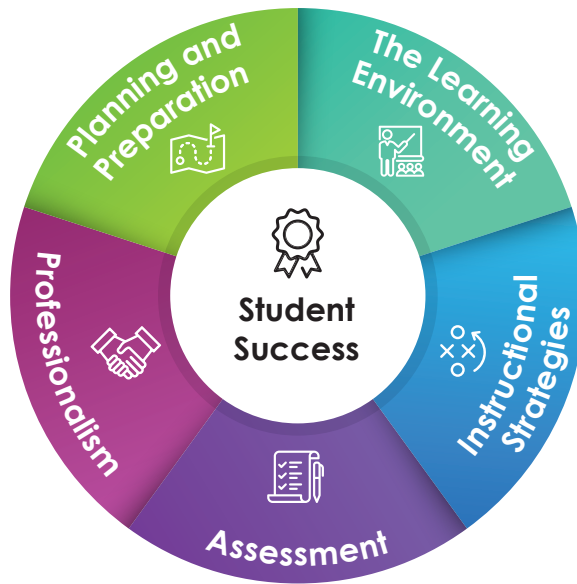
### Staff Support and Development


The **Nebraska Teacher and Principal Performance Standards** provide a foundation for the establishment of a system of support and development for educators. When teachers and principals feel supported and have opportunities to grow within the profession, they are more likely to stay in education (Krasnoff, 2014). Consistent guidelines for effective teaching and school leadership will enhance communication and feedback, which leads to improved education for all students. Using common standards to collect and disaggregate data about teacher and principal performance will allow LEAs to make informed decisions on professional learning needs and placement of teachers and principals based on specific strengths and growth areas, thus improving the equitable opportunities for each student.



### Family and Community Engagement



The **Nebraska Teacher and Principal Performance Standards** provide a foundation for the expectations of family and community involvement. By optimizing family and community involvement, LEAs welcome cultural differences, gain multiple perspectives, enhance opportunities for student and parental involvement, and align community initiatives with school initiatives; thus, improving equitable opportunities for each student.

# PERFORMANCE STANDARDS FOR TEACHERS

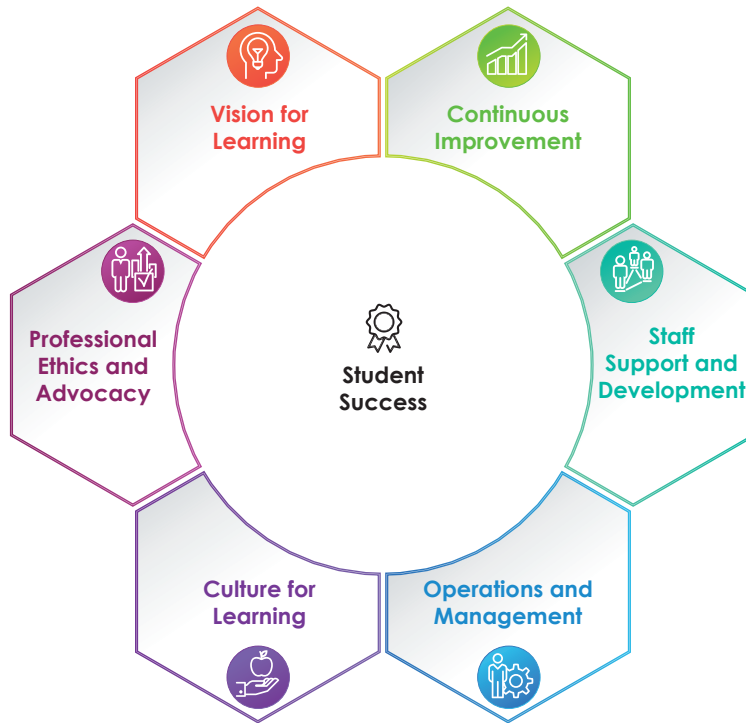



<p><b>Planning and Preparation</b></p> 	<p>The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum</li> <li>b. Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives</li> <li>c. Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences</li> <li>d. Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction</li> <li>e. Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning</li> <li>f. Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups</li> </ul>

<p><b>The Learning Environment</b></p> 	<p>The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support</li> <li>b. Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success</li> <li>c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs</li> <li>d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students</li> <li>e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress</li> </ul>
<p><b>Instructional Strategies</b></p> 	<p>The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives</li> <li>b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences</li> <li>c. Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences</li> <li>d. Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs</li> <li>e. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials</li> <li>f. Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization</li> </ul>


<p><b>Assessment</b></p> 	<p>The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives</li> <li>b. Uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding</li> <li>c. Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student</li> <li>d. Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction</li> <li>e. Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals</li> <li>f. Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders</li> </ul>
<p><b>Professionalism</b></p> 	<p>The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district</li> <li>b. Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community in an effort to support and enhance each student's academic success and well-being</li> <li>c. Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community</li> <li>d. Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness</li> <li>e. Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community</li> <li>f. Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement</li> <li>g. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community</li> </ul>


# PERFORMANCE STANDARDS FOR PRINCIPALS




<p><b>Vision for Learning</b></p> 	<p>The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies</li> <li>b. Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations</li> <li>c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community</li> <li>d. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member</li> <li>e. Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students</li> <li>f. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs</li> <li>g. Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity</li> </ul>

<p><b>Continuous Improvement</b></p> 	<p>The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals</li> <li>b. Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization, programs, and services to align with the school's vision, mission, and goals</li> <li>c. Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data</li> <li>d. Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community</li> <li>e. In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning</li> <li>f. Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school</li> <li>g. In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement</li> <li>h. Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning</li> <li>i. Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts</li> </ul>

<p><b>Staff Support &amp; Development</b></p> 	<p>The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school’s vision, mission, and goals.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member</li> <li>b. Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices</li> <li>c. Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed</li> <li>d. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members</li> <li>e. Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement</li> <li>f. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student</li> <li>g. Mentors emerging staff leaders to build leadership capacity within the school community</li> </ul>

<p><b>Operations &amp; Management</b></p> 	<p>The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school</li> <li>b. Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school</li> <li>c. Promotes the school as a community center and resource for families and community members</li> <li>d. Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and school improvement with the educational community</li> <li>e. In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student</li> <li>f. Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment</li> <li>g. Engages in responsible, ethical, and accountable budgeting and accounting practices</li> <li>h. Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment</li> <li>i. Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs</li> </ul>

<p><b>Culture for Learning</b></p> 	<p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner</li> <li>b. Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self</li> <li>c. Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student</li> <li>d. Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals</li> <li>e. Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community</li> <li>f. Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization</li> <li>g. Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community</li> <li>h. Utilizes and promotes the cultural, social, and intellectual resources of the community</li> </ul>

<p><b>Professional Ethics &amp; Advocacy</b></p> 	<p>The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.</p>
<p>Indicators:</p>	<ul style="list-style-type: none"> <li>a. Places students at the center of education and shares a collective responsibility for each student's academic success and well-being</li> <li>b. Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals</li> <li>c. Protects the established rights and confidentiality of students and staff</li> <li>d. Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement</li> <li>e. Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism</li> <li>f. Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities</li> <li>g. Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect</li> <li>h. Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community</li> </ul>

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## NEBRASKA TEACHER AND PRINCIPAL PERFORMANCE STANDARDS REVISION COMMITTEE

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**Heidi Adams** - English Language Learning Teacher and Reading Specialist, Wahoo Public Schools

**Mary Anderson** - High School Principal, Boys Town High School

**Alyssa Anson** - Early Childhood Specialist, Nebraska Department of Education

**Dorann Avey** - Digital Learning Director, Nebraska Department of Education

**Abby Burke, Ed.D.** - Reading Specialist, Nebraska Department of Education

**Micki Charf, Ed.D.**, Accreditation Specialist - Nebraska Department of Education

**Kelly Clapp** - Teaching and Learning Coordinator, Educational Service Unit 10

**Trudy Clark** - Teaching, Learning, and Assessment Assistant Director, Nebraska Department of Education

**Brent Cudly** - Director of Professional Learning and Federal Programs, Fremont Public Schools

**Kathy Danek** - School Board Member, Lincoln Public Schools

**Mandy Faripour** - Lincoln Education Association, Nebraska State Education Association

**Elizabeth Fields** - Student, Harvard Public Schools

**Ronald Fussell, Ed.D.** - Assistant Professor, Creighton University

**Jaclyn Gibbons** - Instructional Facilitator, Omaha Public Schools

**Garrett Hall** - English Teacher, Elmwood-Murdock Public Schools

**Michelle Helt** - Elementary Teacher, South Sioux City Public Schools

**Donna Hoffman** - Career, Technical, & Adult Education Specialist, Nebraska Department of Education

**Rhonda Jindra** - Teaching and Learning Specialist, Educational Service Unit 1

**Melissa Johnson-Orlando** - Human Resources Administrator - Omaha Public Schools

**Vickie Kauffold** - Assistant Superintendent of Schools, Omaha Archdiocese

**Amy Kelly** - Elementary Principal, Hastings Public Schools

**Charity LaBrie** - Elementary Principal and Fine Arts Director, Grand Island Public Schools

**Kelsey Lang** - Nebraska Department of Education Intern, Education Major, University of Nebraska - Lincoln

**Jamie London** - Special Education Program Specialist, Norfolk Public Schools

**Melissa Lusk** - Board Leadership Development Associate, Nebraska Association of School Boards

**Keisha McHargue, Ed.D.** - Teacher and Principal Support Specialist, Nebraska Department of Education

**Jeff McQuistan** - Staff Development Director, Educational Service Unit 17

**Allyson Olson** - Title III and English Learner Specialist, Nebraska Department of Education

**Toni Palmer, Ed.D.** - Chief of Leadership and Learning, Grand Island Public Schools

**Suzanne Philippi** - Retired Music Teacher and Paraprofessional, Central City Public Schools

**Walter Powell** - Equity, Diversity, and Multicultural Administrator, Lincoln Public Schools

**Chris Prosocki, Ed.D.** - Superintendent, Southern Public Schools

**Nikki Regan, Ed.D.** - Director of Recruiting and Supervisor of Special Programs, Lincoln Public Schools

**Ross Ricenbaw** - Principal, Waverly Public Schools, Representing Nebraska Council of School Administrators

**Gregg Robke** - Administrator, Educational Service Unit 4

**Deb Romanek** - Mathematics Education Specialist, Nebraska Department of Education

**Kendra Ross** - Elementary Teacher, Walthill Public Schools

**John Schwartz, Ed.D.** - Superintendent, Norris Public Schools

**Mia Sharpnack** - Nebraska Department of Education Intern, Education Major, University of Nebraska - Lincoln

**Nick Shudak, Ph.D.** - Dean of School of Education and Counseling, Wayne State College

**Michael Sieh, Ed.D.** - Superintendent, Stanton Public Schools

**Sara Skretta, Ed.D.** - Certification Officer, University of Nebraska - Lincoln

**Kailey Smith** - Instructional Coach and UNO Cadre Associate, Bellevue Public Schools

**Kim Snyder, Ed.D.** - Director of Statewide Teacher and Principal Support, Nebraska Department of Education

**Michael Teahon, Ed.D.** - Chair of Educational Administration and Associate Professor, University of Nebraska - Kearney

**Amber Vlasnik** - Math Teacher and Instructional Coach, Lincoln Public Schools

**Kelly Wojcik** - Special Education Specialist, Nebraska Department of Education

**Caryn Zietlow** - Director of Professional Development, Educational Service Unit 2

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## EDUCATOR EFFECTIVENESS STAKEHOLDERS

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**Heidi Adams** - English Language Learning Teacher and Reading Specialist, Wahoo Public Schools

**Mary Anderson** - High School Principal, Boys Town High School

**Matt Belka** - Director of Marketing, Communications, & Advocacy, Nebraska Association of School Boards

**Dane Christensen** - Vocal Music Teacher, Central City Public Schools

**Kelly Clapp** - Teaching and Learning Coordinator, Educational Service Unit 10

**Cathy Cooper** - Principal, Nebraska Unified District #1

**Cindy Copich, Ed.D.** - Teaching & Learning Specialist, Nebraska State Education Association

**Chandra Diaz, Ph.D.** - Assistant Professor and Director of Middle Level Education, University of Nebraska - Kearney

**Nick Dressel** - Middle School Principal, Chadron Public Schools

**Dan Ernst, Ed.D.** - Associate Executive Director, Nebraska Council for School Administrators

**Mandy Faripour** - Lincoln Education Association, Nebraska State Education Association

**Janice Garnett, Ed.D.** - Educational Leadership Instructor, University of Nebraska - Omaha

**Jaclyn Gibbons** - Instructional Facilitator, Omaha Public Schools

**Garrett Hall** - English Teacher, Elmwood-Murdock Public Schools

**Stacie Hardy** - Superintendent, Umonhon Nation Public School

**Kelly Heineke** - Director of Educator Preparation Program Approval, Nebraska Department of Education

**Michelle Helt** - Elementary Teacher, South Sioux City Public Schools

**Ronita Jacobsen** - Family and Consumer Sciences Teacher, Plainview Public Schools

**Rhonda Jindra** - Teaching and Learning Specialist, Educational Service Unit 1

**Melissa Johnson-Orlando** - Human Resources Administrator - Omaha Public Schools

**Sydney Kobza** - Assistant Director of Nebraska Career and Technical Education, Nebraska Department of Education

**Krystal Kolb** - Career Education Teacher, Omaha Public Schools

**Charity LaBrie** - Elementary Principal and Fine Arts Director, Grand Island Public Schools

**Kelsey Lang** - Nebraska Department of Education Intern - Education Major, University of Nebraska - Lincoln

**Jamie London** - Special Education Program Specialist, Norfolk Public Schools

**Jim Luebbe** - Director of Policy Services, Nebraska Association of School Boards

**Keisha McHargue, Ed.D.** - Teacher and Principal Support Specialist, Nebraska Department of Education

**Olivia Michael** - Nebraska Department of Education Intern - Education Major, University of Nebraska - Lincoln

**Rick Mitchell** - Instrumental Music Director, Kearney Public Schools

**Larianne Polk, Ed.D.** - Administrator, Educational Service Unit 7

**Chris Prosocki, Ed.D.** - Superintendent, Southern Public Schools

**Nikki Regan, Ed.D.** - Director of Recruiting and Supervisor of Special Programs, Lincoln Public Schools

**Deb Romanek** - Mathematics Education Specialist, Nebraska Department of Education

**Mia Sharpnack** - Nebraska Department of Education Intern - Education Major, University of Nebraska - Lincoln

**Nick Shudak, Ph.D.** - Dean of School of Education and Counseling, Wayne State College

**Sara Skretta, Ed.D.** - Certification Officer, University of Nebraska - Lincoln

**Kim Snyder, Ed.D.** - Director of Statewide Teacher and Principal Support, Nebraska Department of Education

**Craig Songster** - Special Education Teacher, Lincoln Public Schools

**Christopher Stogdill, Ed.D.** - Otte Blair Middle School Principal, Blair Community Schools

**Julie Teahon** - Elementary Teacher, Sandhills Public Schools

**Philip White** - Director of School and District Support, Nebraska Department of Education

**Kelly Wojcik** - Special Education Specialist, Nebraska Department of Education

*Additional thanks goes to Nebraska's educators, parents, students, educator preparation programs, and organizations such as Nebraska Vocational Rehabilitation, Inclusive Communities, and Latino Center of the Midlands for their contributions to the Nebraska Teacher and Principal Performance Standards public input survey.*



# Wauneta-Palisade Teacher Formal Evaluation Form

Name:  
Job Title:  
School:

Evaluator:  
Date



*Inspiring Our Youth & Expecting Results Every Day*

# PLANNING AND PREPARATION

## ATTENTION TO ESTABLISHED CONTENT STANDARDS (Element 44)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
<p>The teacher plans using district and state standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data and community context to address the needs of each student in achieving rigorous learning goals.</p>	<p>The teacher ensures that lessons and units include the important content identified by the district and the manner in which content should be sequenced.</p>	<p>The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content.</p>	<p>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.</p>	<p>The teacher makes no attempt to perform this activity.</p>	<p>This principle of learning is not applicable in this employee's role within the district.</p>

### TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

	The teacher uses a curriculum that is aligned to the state and district standards.
	The teacher uses a curriculum that is vertically aligned to the other grades' curriculums in order to identify important content.
	The teacher utilizes a pacing guide to ensure the essential learnings are sequenced.
	The lessons and units created by the teacher utilize the district curriculum.

Comments:

# THE LEARNING ENVIRONMENT

## USING ENGAGEMENT STRATEGIES (Elements 23, 24, 25, 26, 27, 28, 29, 30, 31, 32)

(i.e. Noticing and reacting when students aren't engaged, increasing response rates, Using physical movement, maintaining a lively pace, Demonstrating intensity and enthusiasm, Presenting unusual information, Using friendly controversy, Using academic games, Providing opportunities for students to talk about themselves, Motivating and inspiring students)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are paying attention, energized, intrigued, and personally motivated.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: <ul style="list-style-type: none"> <li>xix. Attention</li> <li>xx. Energy</li> <li>xxi. Interest and Intrigue</li> <li>xxii. Personal Motivation</li> </ul>	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher takes action to re-engage students.		When asked, students explain that the teacher expects high levels of engagement.
	Teacher uses wait time.		Multiple students or the entire class respond to questions the teacher poses.
	Teacher manages response rates (random names, hand signals, response cards, response chaining, paired response, choral response, elaborative interrogation, multiple types of questions)		Students engage in the physical activities the teacher designs.
	Teacher uses activities that require students to physically move.		Students quickly adapt to transitions and re-engage when a new activity begins.

	Teacher signals excitement or overtly adjust energy level.		Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.
	Teacher systematically provides interesting information about the content.		Students' attention increases when unusual information is presented about the content.
	Teacher has students examine multiple perspectives and opinions about the content.		When asked, students explain how a friendly controversy activity helped them better understand the content.
	Teacher uses academic games (structured or impromptu).		When asked, students can explain how the games keep their interest and help them learn or remember content.
	Teacher is aware of student interests and makes connections between these interests and class content.		Students engage in activities that require them to make connections between their personal interests and the content.
	Teacher helps student identify goals and encourages growth.		Students set goals and identify the steps needed to accomplish them .

Comments:

**IMPLEMENTING RULES AND PROCEDURES (Elements 33, 34, 35, 36, 37)**

(i.e. Establishing rules and procedures, Organizing the physical layout of the classroom, Demonstrating withitness, Acknowledging adherence to rules and procedures, Acknowledging lack of adherence to rules and procedures)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand and follow rules and procedures.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: xxiii. Rules and Procedures xxiv. Physical Layout xxv. Withitness xxvi. Behavioral Feedback	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2)	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

<b>TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS</b>		<b>STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS</b>	
	Teacher reminds students of rules and procedures.		When asked, students can describe established rules, procedures, and routines
	Rules are posted around the room.		Students can move easily about the classroom and make use of materials.
	Teacher physically occupies all quadrants of the room.		When asked, students describe the teacher as "aware of what is going on".
	Teacher recognizes potential sources of disruption and deals with them immediately.		When asked, students describe the teacher as appreciative of their good behavior.
	Teacher provides verbal and nonverbal cues that a rule or procedure has been followed.		Students cease inappropriate behavior when the teacher signals.
	Teacher provides verbal and nonverbal signals when students' behavior is not appropriate.		
	Teacher notifies the home for positive and negative behavior.		

Comments:

## BUILDING RELATIONSHIPS (Elements 38, 39, 40)

(i.e. Using verbal and nonverbal behaviors that indicate affection for students, Understanding students' backgrounds and interests, displaying objectivity and control)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they feel welcome, accepted, and valued.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: xxvii. Verbal and Nonverbal Cues xxviii. Understanding xxix. Objectivity	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher uses verbal and nonverbal behavior that indicates caring for students.		When asked, students describe the teacher as someone who cares for them.
	Teacher uses students' interests and background to produce a climate of acceptance and community.		Students respond when the teacher demonstrates understanding of their interests and background.
	Teacher does not exhibit extremes in positive or negative emotions.		When asked, students say the the teacher does not hold grudges or take things personally.

Comments:

## COMMUNICATING HIGH EXPECTATIONS (Elements 41, 42, 43)

(i.e. Demonstrating value and respect for reluctant learners, Asking in-depth questions of reluctant learners, Probing incorrect answers with reluctant learners)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students who are typically reluctant to engage in classroom activities exhibit adequate evidence (observational or otherwise) that they feel valued and comfortable interacting with the teacher and their peers.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:  xxx. Value and Respect  xxxi. Reluctant Learner Interactions	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher does not allow negative comments.		Students treat each other with respect.
	Teacher asks questions of reluctant learners with the same frequency and depth as high expectancy students.		When asked, students say the teacher expects everyone to participate.
			When asked, students say the teacher helps them answer questions successfully.
			Teacher rephrases or breaks a question into smaller and simpler parts when students provide an incorrect answer.

Comments:

# INSTRUCTIONAL STRATEGIES

## MAINTAINING EXPERTISE IN CONTENT AND PEDAGOGY (Elements 50, 51, 52, 53, 54)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.	This principle of learning is not applicable in this employee's role within the district.

### TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

	Participates in professional development opportunities.
	Demonstrates content expertise and knowledge in the classroom.
	Actively seeks help and input from appropriate school personnel to address issues that impact instruction.
	Demonstrates a growth mindset and/or seeks feedback.
	Uses a reflection process for analysis of specific instructional strengths/weaknesses of themselves, lessons, and units.
	Uses formative and summative data to make instructional planning decisions.

Comments:

## USING STRATEGIES THAT APPEAR IN ALL TYPES OF LESSONS (Elements 15, 16, 17, 18, 19, 20, 21, 22)

(i.e. Previewing content, Highlighting critical information, Reviewing content, Revising knowledge, Reflecting on learning, Purposeful Homework, Elaborating on information, Organizing students to interact)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are continually integrating new knowledge with old knowledge and revising their understanding accordingly.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: xv. Highlighting xvi. Reviewing and Revising xvii. Extending xviii. Organizing	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher engages students in activities that help them link what they already know to the new content about to be addressed (preview questions, K-W-L, graphic organizer, bell-ringer, informational hooks)		When asked, students explain linkage with prior knowledge.
	Teacher tells or cues the students about the importance of upcoming information.		When asked, students can provide a purpose for what they are about to learn.
	Teacher uses specific strategies to review information.		When asked, students can explain why the content is important to pay attention to.
	Teacher has students explain how their understanding has changed.		During class activities, students give responses indicating that they recall previous content.
	Teacher asks students to state or record how hard they tried.		When asked, students can explain previous errors or misconceptions they had about content.
	Teacher communicates a clear purpose for homework that allows students to practice and deepen their knowledge independently.		When asked, students can describe how hard they tried.

	Teacher presents situations or problems that require inferences		When asked, students describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
	Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process		Students provide explanations and "proofs" for inferences
			While in groups, students interact by asking each other questions and obtaining feedback from peers

Comments:

### CONDUCTING DIRECT INSTRUCTIONAL LESSONS (Elements 6, 7, 8)

(i.e. Chunking content, Processing content, Recording and representing content planning)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand which parts of the content they are working on are important and how the parts fit together.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: vi. Chunking vii. Processing viii. Recording and Representing	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher stops at strategic points.		Students appear to know what is expected of them when the teacher stops at strategic points.
	Teacher employs formal group processing strategies.		Students voluntarily ask clarification questions.

	Teacher asks students to generate or create notes, non-linguistic representations, or mnemonics that identify critical content.		When asked, students can explain what they have just learned.
			When asked, students can explain the main points of the lesson.

Comments:

### **CONDUCTING PRACTICING AND DEEPENING LESSONS (Elements 9, 10, 11)**

(i.e. Using structured practice sessions, Examining similarities and differences, Examining errors in reasoning)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are deepening their understanding of information and developing fluency in skills and processes.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: ix. Structured Practice x. Similarities and Differences xi. Errors in Reasoning	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

<b>TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS</b>		<b>STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS</b>	
	Teachers engage students in modeling a skill, strategy, or process.		Students perform the skill, strategy, or process with increased confidence and/or competence.
	Teacher engage students in guided practice of a skill, strategy, or process.		When asked, students can explain similarities and differences.
	Teacher engage students in independent practice of a skill, strategy, or process.		Student artifacts indicate that they can identify errors in reasoning.

	Teacher engage students in activities that require students to examine similarities and differences between content.		
	Teacher asks students to examine information for errors or the strength of support presented for a claim.		

Comments:

### CONDUCTING KNOWLEDGE APPLICATION LESSONS (Elements 12, 13, 14)

(i.e. Engaging students in cognitively complex tasks, providing resources & guidance, generating and defending claims)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are applying their knowledge through complex tasks and generating and defending claims about that knowledge.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: xii. Complex Tasks xiii. Resources and Guidance xiv. Claims	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Providing students with a task to complete using the methods of problem solving.		Students are clearly working on complex tasks that require them to generate and test hypotheses and defend conclusions.
	Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks.		Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
	Teacher explains the relationship between claims, reasons, and evidence.		Students can use a wide range of evidence to identify grounds, backing, and qualifiers that support a claim.

Comments:

# ASSESSMENT

## PROVIDING AND COMMUNICATING CLEAR LEARNING GOALS (Element 1, 2, 3)

(i.e. Providing scales and rubrics, Tracking student progress, Celebrating success)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand the progression of knowledge they are expected to master and where they are along with that progression.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: <ul style="list-style-type: none"> <li>i. Scales and Rubrics</li> <li>ii. Progress Tracking</li> <li>iii. Celebrating</li> </ul>	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher has a learning goal posted so that all students can see it.		When asked, students can explain the learning goal for the lesson.
	The learning goal is a clear statement of knowledge or information as opposed to an activity or assessment.		When asked, students can explain how their current activities relate to the learning goal.
	Teacher makes reference to the learning goal throughout the lesson.		When asked, students can describe their status relative to the learning goal using the scale or rubric.
	Teacher helps students track their individual progress on the learning goal.		Students show signs of pride regarding their accomplishments in the class.
	Teacher uses formal and informal means to assign scores to students.		
	Teacher uses a variety of ways to celebrate.		

Comments:



## USING ASSESSMENTS (4, 5)

(i.e. Using informal assessments of the whole class. Using formal assessments of individual students)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: iv. Informal Assessments of the Whole Class v. Formal Assessments of Individual Students	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	Teacher uses a variety of ways to informally assess.		Students complete informal assessments of the whole class as assigned.
	Teacher uses quick and frequent in class informal assessments to gauge student understanding.		Students respond to informal assessments using the pre-established routines / signals.
	Teacher uses this information to determine the direction the instruction should go.		Students can describe the relationship between specific assessments and specific learning goals and proficiency scales.
	Teacher uses a variety of ways to formally assess.		

Comments:

## USING MULTIPLE SOURCES OF DATA

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence of using multiple sources of data to tailor student learning with specific attention toward equitable opportunities and outcomes for all student groups. In addition they assist other teachers in analyzing data.	The teacher provides adequate evidence of multiple sources of data to tailor student learning with specific attention toward equitable opportunities and outcomes for all student groups.	The teacher provides adequate evidence of using one source of data to tailor student learning academic needs but does not meet the physical, social-emotional and mental health needs of students.	The teacher uses one source of relevant data to tailor responsive learning experiences that address some of the student's needs.	The teacher provides no evidence that he or she is using data to address students' needs.	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS		STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS	
	The teacher tracks the students individual data on numerous sources of data.		The students in conjunction with the teacher sets individual goals on data such as NWEA MAP.
	The teacher shares the individual data information with the individual student.		The students track their own learning by what they know and what they still need to learn; for example by using the lesson proficiency scales.
	The teacher uses the student data to drive lessons.		
	The teacher uses the student data to differentiate student learning.		

Comments:

# PROFESSIONALISM

## ADHERING TO SCHOOL/DISTRICT POLICIES AND PROCEDURES (Elements 59, 60)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher is a recognized leader and helps others by sharing evidence of how to support school and district policies and procedures.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	Inconsistently adheres to school and district policies and procedures.	The teacher makes no attempt to perform this activity.	This principle of learning is not applicable in this employee's role within the district.

### TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

	Performs assigned duties.
	Fulfills responsibilities in a timely manner.
	Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.).
	Maintains confidentiality of colleagues, students, and families.
	Demonstrates personal integrity and ethics.
	Uses social media appropriately.

Comments:

## PROMOTING TEACHER LEADERSHIP AND COLLABORATION (Elements 55, 56, 57, 58)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.	The teacher promotes teacher leadership and a culture of collaboration and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	The teacher promotes teacher leadership and a culture of collaboration.	The teacher attempts to promote teacher leadership and a culture of collaboration.	The teacher makes no attempt to promote teacher leadership and a culture of collaboration.	This principle of learning is not applicable in this employee's role within the district.

### TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

	Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways.
	Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors.
	Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors.
	Accesses available expertise and resources to support students' learning needs.
	Promotes positive conversations and interactions with teachers and colleagues.
	Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.
	Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families.
	Uses multiple means and modalities to communicate with families.
	Participates in school and community activities as appropriate to support students and families.

Comments:

District criterion is met when a staff member maintains a summative score of 2.0 or greater.

**SUMMATIVE AVERAGE:**

**SUMMATIVE SCORE:**

**EVALUATOR COMMENTS:**

**EVALUATOR SIGNATURE:**

**TEACHER'S COMMENTS:**

**TEACHER SIGNATURE:**

## Superintendent Report: 6-14-21

1. Frenchman Valley Coop Propane Estimate.
2. Samway Flooring
3. Issues with water pipes in Wauneta kitchen
  - Aupperly out of NP was here today and fixed the line. It was leaking really badly. Needed repaired ASAP. We had a terrible time getting anyone to come and look at the situation right away.
  - Plumbing in Palisade kitchen: Leaking badly beneath the sinks and dishwasher. The previous pipes were old and not installed properly. Aupperly will be back to replace the pipes. They have treated us very well in the past.
  - The kitchen floor is rotting out. CTE is 8 months out, Scott checked around and no one else seemed interested.
  - Scott and Mr. Schluckiebier will tear out and replace the floor.
4. We will be interviewing a candidate for our Ag position tomorrow.
  - We need an endorsed person to qualify for Districts and State FFA.
  - Jake Maris will still teach 3 Ag. Classes.
  - Mr. Gaston will teach more science this year along with A.D and Transportation Director.
5. State Reporting is going well and I met deadlines for tomorrow.
6. Carl Dietz.
  - Special meeting before the July meeting or meet at Regular July meeting?

