

Columbus Public Schools

Professional Performance Model

2018

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“By changing nothing but the ability of the teacher to teach, we can bring about a more dramatic change in the success of a child in learning than through the manipulation of any other factor.”

David L. Kirp

“Studies demonstrate that effective schools can make a substantial difference in the achievement of students. The one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school. Research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a high probability of working well with students. Individual teachers must determine which strategies to employ with the right students at the right time.”

Robert J. Marzano

“The difference in achievement gains between having a not so effective teacher and an effective teacher is over one-third of a standard deviation in reading and almost half a standard deviation in mathematics. Similarly, the difference in achievement gains between having an average teacher and a very effective teacher is about one-third of a standard deviation in reading and somewhat smaller than half a standard deviation in mathematics.”

Barbara Nye, Spyros Konstantopoulos, and Larry V. Hedges

“All the way from kindergarten through college, the quality of the teachers determines our perceptions of the quality of the school. It is never about programs; it is always about people.”

Todd Whitaker

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Introduction

PHILOSOPHY:

When a staff member is offered employment with the Columbus Public Schools, it is because there has been a judgement that expresses confidence in the candidate's potential for, and commitment to, professional growth as well as his/her initial level of competence. The professional growth of certified staff is an ongoing process designed to enhance student achievement and to improve instructional performance, classroom organization and management, and personal and professional conduct. A collaborative design is intended to bring the certificated employee and administrator together in a coordinated effort to promote effective instruction. Components of the professional performance model are intended to result in improved student achievement by providing a basis for continued renewal and improvement of instruction. Observations and evaluations will be used as a means to recognize an individual's strengths, accomplishments, and areas of growth potential. Observations and evaluations ideally are continuous and cooperative between the administrator and certificated employee. It is an expectation of the District and a responsibility of its employees to utilize available resources and opportunities for continued professional growth and development.

BELIEF STATEMENTS:

- All students can learn; learners learn best when they are actively engaged in curricular issues. Student achievement can improve; effective teaching makes a difference in how much students achieve.
- Improvement of professional performance is always possible and such improvement is not accidental. Rather, such improvement is the result of deliberate effort.
- Effective teaching is both an art and a science; effective certificated employees utilize a repertoire of teaching strategies at the right time(s) and in the right combination to cause improved student achievement.
- Effective teaching strategies can be learned, observed, and documented; the presence or absence of any specific strategy is not by itself an indicator of effectiveness.
- Professional growth is a purposeful, continuous, and collaborative activity based on identified standards and focused on improving student achievement; supervisory input as well as self-directed professional reflection and growth are essential.

PURPOSES OF TEACHER EVALUATION:

- To improve student achievement
- To assist the teacher to analyze professional performance related to expected standards
- To identify areas of professional development which will improve student achievement
- To establish the level of performance required of certificated employees performing the same or similar duties to meet the standards expected by the District
- To provide the certificated employee with assistance in improving instructional skills
- To identify, promote, reinforce, recognize, and share information with others about quality teaching performance
- To assure the Board of Education and district patrons that staff are accountable for quality instruction and student achievement
- To satisfy legal and statutory requirements in the areas of instructional performance, classroom organization and management, and personal and professional conduct

Definitions

Certificated employee: Certificated employee means and includes all teachers as defined in Nebraska statute 79-101, other than substitute teachers, who are employed one-half time or more by any class of school district.

Probationary certificated employee: A probationary teacher is a teacher who has served under contract with the school district for less than three successive school years.

Permanent certificated employee: A permanent teacher is a teacher who has completed the probationary period in the Columbus Public Schools.

Part-time certificated employee: Part-time certificated employees shall become permanent certificated employees as provided in Nebraska statute 79-825.

Formal observation: A formal observation is a sequence including pre-observation form, classroom observation for an entire instructional period, and post-observation conference. Using iObservation, the minimum documentation required during a formal observation is the indication of the element(s) observed during the observation and the level of performance demonstrated on the observed element(s).

Entire instructional period: An entire instructional period is that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson.

Informal observation: An informal observation is a classroom observation ranging from 10 minutes to less than a full instructional period. Using iObservation, the minimum documentation required during an informal observation is the indication of the element(s) observed during the observation and the level of performance demonstrated on the observed element(s).

Walkthrough observation: A walkthrough observation is a classroom observation of less than 10 minutes. Documentation of the observation is not required, but may be provided in iObservation at administrator discretion.

Observation and evaluation frequency: The specified frequency of observations and evaluations for both probationary and permanent certificated employees are stated as minimums and may be increased at administrator discretion.

Evaluation: An evaluation is a summative rating of performance which includes information obtained during classroom observations and review of all aspects of a certificated employee's performance (Domains 1, 2, 3, and 4). One evaluation will be completed each semester for probationary certificated employees. One evaluation will be completed each school year for permanent certificated employees.

Standard of performance: Standard of performance is the performance level required of certificated employees performing the same or similar duties to meet the standards expected by the District. For the purposes of the Professional Performance Model, that level of performance is demonstrating proficiency or demonstrating progress toward proficiency at the applying level of the elements in the Domains of the Performance Standards and Scales. Scale ratings of not using, beginning, and developing do not meet the standard of performance.

On-notice status: A probationary or permanent certificated employee may be placed in on-notice status when the administrator determines the certificated employee does not meet the District's expected standard of performance by failing to demonstrate proficiency consistently or failing to progress toward proficiency at the applying level in one or more ASOT elements. Notice of being placed in on-notice status will be communicated in writing from the administrator to the certificated employee specifying the deficiencies, the required improvement actions and standard to which they must be remediated, the timeline and assistance that will be provided to demonstrate improved performance, how the certificated employee will receive feedback regarding the required improvement actions, and that summative evaluations shall be conducted at such time or times as the administration determines.

iObservation: iObservation is an electronic data gathering and reporting product developed by Learning Sciences International incorporating Robert Marzano's Art and Science of Teaching framework for effective instruction.

Art and Science of Teaching (ASOT): The Art and Science of Teaching is a comprehensive framework for effective instruction developed by Robert J. Marzano and others. ASOT is the instructional model employed by the Columbus Public Schools and is organized in 4 domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Each domain has a number of elements with rubrics describing five levels of performance. Domains 2, 3, and 4 serve to support Domain 1.

Core Elements: Core elements are ASOT elements the certificated employee consistently uses during instruction. These elements are:

- 1 Providing rigorous learning goals and proficiency scales
- 2 Tracking student progress
- 4 Establishing classroom routines
- 5 Organizing the physical layout of the classroom
- 6 Identifying critical content
- 9 Chunking content into “digestible bites”
- 10 Helping students process new content
- 12 Helping students record and represent knowledge
- 14 Reviewing content
- 17 Helping students examine similarities and differences
- 19 Helping students practice skills, strategies, and processes
- 20 Helping students revise knowledge
- 23 Providing resources and guidance for cognitively complex tasks
- 24 Noticing when students are not engaged
- 26 Managing response rates
- 28 Maintaining a lively pace
- 33 Demonstrating “withitness”
- 35 Acknowledging adherence to rules and procedures

The Super Seven Elements: The Super Seven Elements are ASOT elements which probationary certified employees are expected to learn and implement first, and which all certificated employee will consistently use during instruction. These elements are:

- 1 Providing rigorous learning goals and proficiency scales
- 4 Establishing classroom routines
- 6 Identifying critical content
- 9 Chunking content into “digestible bites”
- 19 Helping students practice skills, strategies, and processes
- 26 Managing response rates
- 33 Demonstrating “withitness”

Supporting Elements: Supporting elements are these ASOT elements certificated employee use at the appropriate time of instruction:

- 3 Celebrating success
- 7 Organizing students to interact with new knowledge
- 8 Previewing new content
- 11 Helping students elaborate on new content
- 15 Organizing students to practice and deepen knowledge
- 16 Using homework
- 27 Using physical movement
- 29 Demonstrating intensity and enthusiasm
- 31 Providing opportunities for students to talk about themselves
- 34 Applying consequences for lack of coherence to rules/procedures
- 36 Understanding students’ interests and backgrounds
- 37 Using verbal/nonverbal behaviors that indicate affection for students
- 38 Displaying objectivity and control
- 39 Demonstrating value and respect for low expectancy students
- 40 Asking questions of low expectancy students
- 41 Probing incorrect answers with low expectancy students

Additional Elements: Additional elements are ASOT elements certificated employee may use depending on needs and conditions of the classroom. These elements are:

- 13 Helping student reflect on learning
- 18 Helping students examine their reasoning
- 21 Organizing students for cognitively complex tasks
- 22 Engaging students in cognitively complex tasks involving hypothesis
- 25 Using academic games
- 30 Using friendly controversy
- 32 Presenting unusual or intriguing information

Observation and Evaluation Schedule and Performance Expectations

Probationary certificated employees have a 3-year observation and evaluation schedule:

Year 1 will include one formal observation and summative evaluation conference each semester and one informal observation each quarter. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule.

Year 2 will include one formal observation and summative evaluation conference each semester and one informal observation each quarter. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule.

Year 3 will include one formal observation and summative evaluation conference each semester and one informal observation each quarter. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule.

Permanent certificated employees have a 3-year observation and evaluation schedule and will be notified at the beginning of the school year regarding which year of the 3-year professional growth cycle they have been assigned to by the administrator.

Formative Year 1 will include one formal or informal observation each semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation conference will be scheduled during the year.

Formative Year 2 will include one formal or informal observation each semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation conference will be scheduled during the year.

The Summative Year will include a formal observation one semester and an informal observation the other semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation conference will be scheduled at some time after the formal observation has been completed.

Each certificated employee, both probationary and permanent, subject to the frequency dictated by the provisions of this evaluation procedure, shall have been observed and the evaluation of performance shall be based on actual classroom observations for an entire instructional period. Should deficiencies be noted in the work performance of any probationary or permanent certificated employee, the evaluator shall provide a list of deficiencies, a list of suggestions for improvement, assistance in overcoming the deficiencies, and follow up evaluations and assistance when deficiencies remain.

Professional Development Schedule

In addition to District-provided professional development activities shown on the Training Schedule for Certified Staff, the following opportunities and requirements are in effect for certified employees of the Columbus Public Schools:

Probationary certificated employees:

Year 1 will include completion of pre-service training pertinent to assigned grade level, instructional assignment, or as determined by the building or district administrator.

Year 2 will include completion of other trainings as determined by the building or district administrator.

Year 3 will include completion of other trainings as determined by the building or district administrator.

Booster Trainings:

Administrators will survey certificated employees annually to determine elements in which additional training is desired. The administrator will submit a request to the Executive Director of Curriculum, Instruction, and Assessment who will assign an instructional coach for training sessions. The Executive Director of Business Operations and Human Resources will budget funds per Board Regulation 409.04R2 to provide up to six 1-hour group trainings per school. Group trainings may be combined to include certificated employees from multiple school buildings and to maximize instructional coaches' impact and protect their time. Typically, 30 certificated employees will be considered the maximum for such trainings. Other training models could be used. Administrators may also utilize time during staff meetings to review ASOT elements.

Once group trainings have been completed, individual certificated employees may submit a request to their principal for individual coaching on element(s) in which they need further development. Administrators will consider such requests, and will forward approved requests to Executive Director of Curriculum, Instruction, and Assessment who will assign a coach for the coaching session. Administrators may also assign certificated employees to participate in individual coaching sessions. Administrators will utilize building budgets to pay the cost of instructional coaches to provide approved individual coaching sessions.

Professional Performance Model Training:

The Executive Director of Business Operations and Human Resources and building administrators will coordinate annual orientation sessions for certificated employees regarding the Professional Performance Model and use of iObservation.

Administrator Training:

The Executive Director of Business Operations and Human Resources will coordinate annual trainings for all district administrators on the Professional Performance Model, use of iObservation, inter-rater reliability, the evaluation procedure and process, and the legal requirements for certificated employee evaluations in statute and regulation.

Professional Growth Schedule for Certified Staff

All Staff

2017-18	2018-19	2019-20	2020-21	2021-22
<ul style="list-style-type: none"> •Train/Coach new teachers in Super Seven (Curriculum) •Participate in High Reliability Schools training (Admin. Learn Team) •Use iObservation tool and continue to practice rater reliability scoring using teacher videos (Learn Team) •Offer booster trainings in Super Seven based on staff interest and needs (Curriculum & Principals) •Work toward proficiency at the applying level with element 1 and reach proficiency at the applying level with the other Super Seven elements (Certified Staff) *Provide training for administrative staff on legal bases for and requirements of observation and evaluation of certified staff (Human Resources) •Train all certified staff process for providing rigorous learning goals and proficiency scales development (Curriculum) •Choose 2-3 teachers per team to serve as teacher trainers (Curriculum) •Provide training/work time for trainers to learn the process for goal and scale development (Curriculum) •Develop rigorous learning goals and proficiency scales during district collaboration team meetings (Principals and Certified Staff) 	<ul style="list-style-type: none"> •Train/Coach new teachers in Super Seven (Curriculum) •Use iObservation tool and continue to practice rater reliability scoring using teacher videos (Admin. Learn Team) •Offer booster trainings in Super Seven based on staff interest and needs (Curriculum & Principals) •Reach proficiency at the applying level with element 1 *Provide training for administrative staff on legal bases for and requirements of observation and evaluation of certified staff (Human Resources) •Review and revise learning goals and proficiency scales as needed (Principals and Certified Staff) •Develop assessments aligned to learning goals and proficiency scales in all content areas (Principals and Certified Staff) 	<ul style="list-style-type: none"> •Train/Coach new teachers in Super Seven (Curriculum) •Use iObservation tool and continue to practice rater reliability scoring using teacher videos (Admin. Learn Team) •Offer booster trainings in Super Seven based on staff interest and needs (Curriculum & Principals) •Train all certified staff in five core elements #10, #12, #20, #28, #35 (Curriculum) •Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35 (Certified Staff) •Revise Professional Performance Model to reflect five additional core elements (Tchr Eval Committee) *Provide training for administrative staff on legal bases for and requirements of observation and evaluation of certified staff (Human Resources) •Review and revise assessments aligned to proficiency scales as needed (Principals and Certified Staff) 	<ul style="list-style-type: none"> •Train/Coach new teachers in Super Seven (Curriculum) •Use iObservation tool and continue to practice rater reliability scoring using teacher videos (Admin. Learn Team) •Offer booster trainings in Super Seven based on staff interest and needs (Curriculum & Principals) •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35 (Certified Staff) *Provide training for administrative staff on legal bases for and requirements of observation and evaluation of certified staff (Human Resources) 	<ul style="list-style-type: none"> •Train/Coach new teachers in Super Seven (Curriculum) •Use iObservation tool and continue to practice rater reliability scoring using teacher videos (Admin. Learn Team) •Offer booster trainings in Super Seven based on staff interest and needs (Curriculum & Principals) •Train all certified staff in five core elements #2, #14, #17, #23, #24 (Curriculum) •Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24 (Certified Staff) •Revise Professional Performance Model to reflect five additional core elements (Tchr Eval Committee) *Provide training for administrative staff on legal bases for and requirements of observation and evaluation of certified staff (Human Resources) <p style="text-align: right; margin-top: 20px;">Note: the department or group noted in parentheses has primary responsibility for designated actions.</p>

Professional Growth Schedule for Certified Staff New to the District
Year 1 through Year 6

New Hires 2017-18	New Hires 2018-19	New Hires 2019-20	New Hires 2020-21	New Hires 2021-22
<p>2017-18 •Train/Coach 2017-18 new teachers in Super Seven</p> <p>•Work toward proficiency at the applying level with the Super Seven elements</p>	<p>2018-19 •Train/Coach 2018-19 new teachers in Super Seven</p> <p>•Work toward proficiency at the applying level with the Super Seven elements</p>	<p>2019-20 •Train/Coach 2019-20 new teachers in Super Seven</p> <p>•Work toward proficiency at the applying level with the Super Seven elements</p>	<p>2020-21 •Train/Coach 2020-21 new teachers in Super Seven</p> <p>•Work toward proficiency at the applying level with the Super Seven elements</p>	<p>2021-22 •Train/Coach 2021-22 new teachers in Super Seven</p> <p>•Work toward proficiency at the applying level with the Super Seven elements</p>
<p>2018-19 •Reach proficiency at the applying level with the Super Seven elements</p>	<p>2019-20 •Reach proficiency at the applying level with the Super Seven elements</p>	<p>2020-21 •Reach proficiency at the applying level with the Super Seven elements</p>	<p>2021-22 •Reach proficiency at the applying level with the Super Seven elements</p>	<p>2022-23 •Reach proficiency at the applying level with the Super Seven elements</p>
<p>2019-20 •Train in five core elements #10, #12, #20, #28, #35</p> <p>•Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35</p>	<p>2020-21 •Train in five core elements #10, #12, #20, #28, #35</p> <p>•Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35</p>	<p>2021-22 •Train in five core elements #10, #12, #20, #28, #35</p> <p>•Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35</p>	<p>2022-23 •Train in five core elements #10, #12, #20, #28, #35</p> <p>•Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35</p>	<p>2023-24 •Train in five core elements #10, #12, #20, #28, #35</p> <p>•Work toward proficiency at the applying level with additional core elements #10, #12, #20, #28, #35</p>
<p>2020-21 •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35</p>	<p>2021-22 •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35</p>	<p>2022-23 •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35</p>	<p>2023-24 •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35</p>	<p>2024-25 •Reach proficiency at the applying level with core elements #10, #12, #20, #28, #35</p>
<p>2021-22 •Train in five core elements #2, #14, #17, #23, #24</p> <p>•Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24</p>	<p>2022-23 •Train in five core elements #2, #14, #17, #23, #24</p> <p>•Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24</p>	<p>2023-24 •Train in five core elements #2, #14, #17, #23, #24</p> <p>•Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24</p>	<p>2024-25 •Train in five core elements #2, #14, #17, #23, #24</p> <p>•Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24</p>	<p>2025-26 •Train in five core elements #2, #14, #17, #23, #24</p> <p>•Work toward proficiency at the applying level with additional core elements #2, #14, #17, #23, #24</p>
<p>2022-23 Reach proficiency at the applying level with core elements #2, #14, #17, #23, #24</p>	<p>2023-24 Reach proficiency at the applying level with core elements #2, #14, #17, #23, #24</p>	<p>2024-25 Reach proficiency at the applying level with core elements #2, #14, #17, #23, #24</p>	<p>2025-26 Reach proficiency at the applying level with core elements #2, #14, #17, #23, #24</p>	<p>2026-27 Reach proficiency at the applying level with core elements #2, #14, #17, #23, #24</p>

The CPS Professional Performance Model

Domain 1: Classroom Strategies and Behaviors

(red identifies SUPER SEVEN element focus for new teachers)

CORE ELEMENTS: Elements the certificated employee consistently uses during instruction:

ORGANIZE

- 4 Establishing classroom rules and procedures
- 5 Organizing the physical layout of the classroom
- 33 Demonstrating withitness
- 35 Acknowledging adherence to rules and procedures

CONTENT

- 6 Identifying critical content
- 9 Chunking content into digestible bites
- 10 Helping students process new content
- 12 Recording and representing knowledge

DESIGN & DELIVERY

- 1 Providing rigorous learning goals and proficiency scales
- 2 Tracking student progress
- 14 Reviewing content
- 17 Examining similarities and differences
- 19 Practicing skills, strategies, and processes
- 20 Helping students revise knowledge
- 23 Providing resources and guidance for cognitively complex tasks
- 24 Noticing when students are not engaged
- 26 Managing response rates
- 28 Maintaining a lively pace

SUPPORTING ELEMENTS: Elements the certificated employee uses when appropriate during instruction:

- 3 Celebrating success
- 7 Organizing students to interact with new knowledge
- 8 Previewing new content
- 11 Helping students elaborate on new content
- 15 Organizing students to practice and deepen knowledge
- 16 Using homework
- 27 Using physical movement
- 29 Demonstrating intensity and enthusiasm
- 31 Providing opportunities for students to talk about themselves
- 34 Applying consequences for lack of coherence to rules/procedures
- 36 Understanding students' interests and backgrounds
- 37 Using verbal/nonverbal behaviors that indicate affection for students
- 38 Displaying objectivity and control
- 39 Demonstrating value and respect for low expectancy students
- 40 Asking questions of low expectancy students
- 41 Probing incorrect answers with low expectancy students

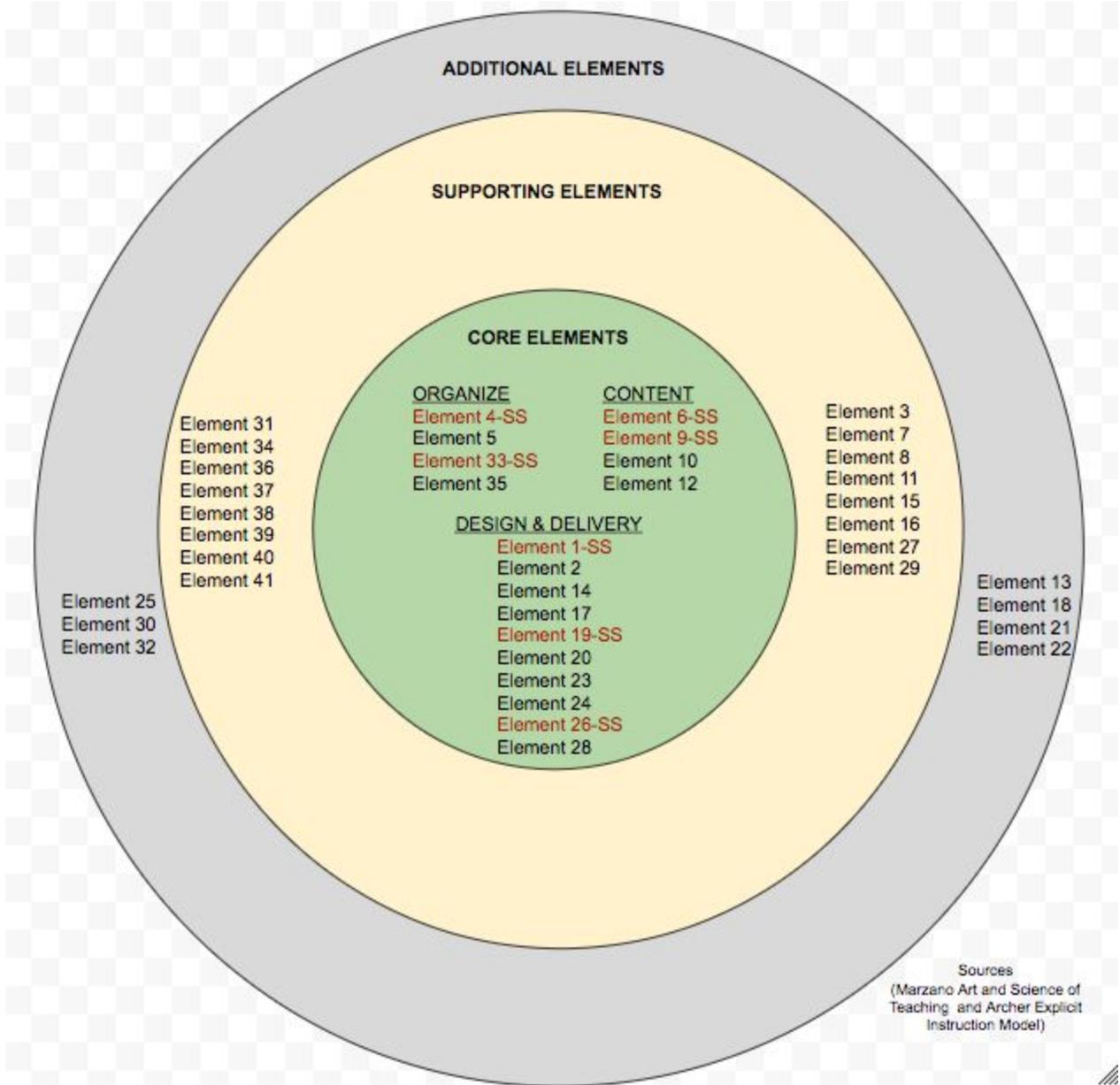
ADDITIONAL ELEMENTS: Elements the certificated employee may use depending on needs and conditions of the classroom:

- 13 Helping student reflect on learning
- 18 Helping students examine their reasoning
- 21 Organizing students for cognitively complex tasks
- 22 Engaging students in cognitively complex tasks involving hypothesis
- 25 Using academic games
- 30 Using friendly controversy
- 32 Presenting unusual or intriguing information

The CPS Professional Performance Model

Domain 1: Classroom Strategies and Behaviors

(red identifies SUPER SEVEN element focus for new certificated employees)



The CPS Professional Performance Model

Domain 2: Planning and Preparation

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

CORE ELEMENTS: Elements the certificated employee consistently uses:

Domain 2

- 42 Effective scaffolding of information within the lessons
- 44 Attention to established content standards

Domain 3

- 51 Evaluating the effectiveness of individual lessons and units

Domain 4

- 55 Promoting positive interactions with colleagues
- 56 Promoting positive interactions about students and parents
- 59 Adhering to district and school rules and procedures

SUPPORTING ELEMENTS: Elements the certificated employee uses when appropriate:

Domain 2

- 43 Lessons within units
- 45 Use of available traditional resources
- 47 Needs of English Language Learners
- 48 Needs of students receiving special education
- 49 Needs of students who lack support for schooling

Domain 3

- 53 Developing a written professional development growth plan
- 54 Monitoring progress of the professional growth plan

Domain 4

- 57 Seeking mentorship for areas of need or interest
- 60 Participating in district and school initiatives

ADDITIONAL ELEMENTS: Elements the certificated employee may use depending on needs and conditions of the classroom:

Domain 2

- 46 Use of available technology

Domain 3

- 50 Identifying areas of pedagogical strength and weakness
- 52 Evaluating the effectiveness of specific pedagogical strategies and behaviors

Domain 4

- 58 Mentoring other teachers and sharing ideas and strategies

Performance Standards and Scales

Domain 1, Classroom Strategies and Behaviors: Super Seven

Element 1: Providing rigorous learning goals and proficiency scales

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Element 4: Establishing classroom routines

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Element 6: Identifying critical content

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Signals to students which content is critical versus non-critical and monitors for evidence of the extent to which the majority of students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Element 9: Chunking content into digestible bites

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs, but the majority of students are not monitored for the desired effect of the strategy.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which chunks are appropriate for the majority of the students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Performance Standards and Scales

Domain 1, Classroom Strategies and Behaviors: Super Seven

Element 19: Helping students practice skills, strategies, and processes

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Element 26: Managing response rates

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Element 33: Demonstrating “withitness”

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	In addition to using behaviors associated with “withitness”, how can you monitor the effect on students' behavior?	Uses behaviors associated with “withitness” and monitors for evidence of the effect on the majority of students' behaviors.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Performance Standards and Scales

Domain 2, Planning and Preparation

Element 42: Effective scaffolding of information within lessons

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher scaffolds the information but the relationship between the content is not clear.	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	The teacher is a recognized leader in helping others with this activity.

Element 44: Attention to established content standards

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	The teacher is a recognized leader in helping others with this activity.

Elements 45 and 46: Use of available traditional resources and technology

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies available traditional resources and technologies that can enhance student understanding but does not identify the manner in which they will be used.	The teacher identifies available traditional resources and technologies that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others with this activity.

Elements 47, 48, and 49: Plans and prepares for the needs of English Language Learners, students receiving Special Education, and students who lack support for schooling

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies students' needs but does not articulate the adaptations, accommodations, or modifications that will be made to meet these needs.	The teacher identifies students' needs and the adaptations, accommodations, or modifications that will be made to meet these needs.	The teacher is a recognized leader in helping others with this activity.

Performance Standards and Scales

Domain 3, Reflecting on Teaching

Element 50: Identifying areas of pedagogical strength and weakness

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	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 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 is a recognized leader in helping others with this activity.

Element 51: Evaluating the effectiveness of individual lessons and units

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions.	The teacher is a recognized leader in helping others with this activity.

Performance Standards and Scales

Domain 4, Collegiality and Professionalism

Element 55: Promoting positive interactions with colleagues

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers.	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.	The teacher is a recognized leader in helping others with this activity.

Element 56: Promoting positive interactions about students and parents

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.	The teacher is a recognized leader in helping others with this activity.

Element 57: Seeking mentorship for areas of need or interest

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	The teacher is a recognized leader in helping others with this activity.

Element 58: Mentoring other teachers and sharing ideas and strategies

Not Using	Beginning	Developing	Applying	Innovating
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	The teacher is a recognized leader in helping others with this activity.

Performance Standards and Scales

Domain 4, Collegiality and Professionalism

Element 59: Adhering to district and school rules and procedures

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is a recognized leader in helping others with this activity.

Element 60: Participating in district and school initiatives

<u>Not Using</u>	<u>Beginning</u>	<u>Developing</u>	<u>Applying</u>	<u>Innovating</u>
The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The teacher is a recognized leader in helping others with this activity.

Pre-Observation Form for Formal Observations

(complete and submit to the observer at least 2 days prior to the date of the observation)

Certificated employee:

Observation date and time:

Class to be Observed:

A. Lesson Segments Involving Routine Events:

1. What is the learning goal for the class that will be observed?
(Element 1, Providing rigorous learning goals and proficiency scales)

Certificated employee's response:

2. What classroom routines (rules and procedures) will be observed during this lesson?
(Element 4, Establishing classroom routines)

Certificated employee's response:

B. Lesson Segments Addressing Content:

1. What is the critical content in this lesson and what evidence will be used to monitor the extent to which students attend to the critical information?
(Element 6, Identifying critical content)

Certificated employee's response:

2. How will the critical content of the lesson be chunked?
(Element 9, Chunking content into "digestible bites")

Certificated employee's response:

3. What practice activities will be used to help students develop proficiency?
(Element 19, Helping students practice skills, strategies, and processes)

Certificated employee's response:

C. Lesson Segments Enacted on the Spot:

1. What response rate techniques will be used to engage all students?
(Element 26, Managing response rates)

Certificated employee's response:

2. What behaviors associated with withitness will be used to maintain adherence to rules and procedures?
(Element 33, Demonstrating "withitness")

Certificated employee's response:

D. General:

Are there specific areas in which the teacher would like the observer to provide feedback?

Certificated employee's response:

Post-Observation Conference Guide

Using the pre-observation form and the reflection questions for each element, the teacher and administrator will review the lesson observed, rubrics, and ratings. The intent of the post-observation conference is to have a conversation focused on elements of the lesson which worked particularly well as well as to discuss how to move to the next level. Notes pertinent to these conferences will be entered in the overall comments box in iObservation.

Element 1: Providing rigorous learning goals and proficiency scales

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 1

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you provide a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance?

Developing: In addition to providing a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance, how can you monitor the extent to which students understand the learning goal and/or targets and the levels of performance?

Applying: How might you adapt and create new strategies for providing rigorous learning goals and/or targets and performance scales or rubrics that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Element 4: Establishing classroom routines

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 4

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you establish and review expectations regarding rules and procedures?

Developing: In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?

Applying: How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Post-Observation Conference Guide

Element 6: Identifying critical content

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Signals to students which content is critical versus non-critical and monitors for evidence of the extent to which the majority of students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 6

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you signal to students which content is critical versus non-critical?

Developing: In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?

Applying: How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Element 9: Chunking content into digestible bites

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs, but the majority of students are not monitored for the desired effect of the strategy.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which chunks are appropriate for the majority of the students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 9

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you break input experiences into small chunks based on student needs?

Developing: In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?

Applying: How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Post-Observation Conference Guide

Element 19: Helping students practice skills, strategies, and processes

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 19

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you engage students in practice activities when content involves a skill, strategy, or process?

Developing: In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?

Applying: How might you adapt and create practice activities that increase fluency and address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Element 26: Managing response rates

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 26

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you use response rate techniques to maintain student engagement in questions?

Developing: In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?

Applying: How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Post-Observation Conference Guide

Element 33: Demonstrating “withitness”

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	In addition to using behaviors associated with “withitness”, how can you monitor the effect on students’ behavior?	Uses behaviors associated with “withitness” and monitors for evidence of the effect on the majority of students’ behaviors.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions, Element 33

Not Using: How can you begin to incorporate some aspects of this strategy into your instruction?

Beginning: How can you use behaviors associated with “withitness”?

Developing: In addition to using behaviors associated with “withitness”, how can you monitor the effect on students’ behaviors?

Applying: How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?

Innovating: What are you learning about your students as you adapt and create new strategies?

Nebraska Statutes

79-824. Terms, defined.

For purposes of sections 79-824 to 79-842, unless the context otherwise requires:

- (1) Certificated employee means and includes all teachers and administrators as defined in section 79-101, other than substitute teachers, who are employed one-half time or more by any class of school district;
- (2) School board means the governing board or body of any class of school district;
- (3) Probationary certificated employee means a teacher or administrator who has served under a contract with the school district for less than three successive school years in any school district, unless extended one or two years by a majority vote of the board in a Class IV or V school district, except that after September 1, 1983, in Class IV and V school districts the requirement shall be three successive school years. Probationary certificated employee also means superintendents, regardless of length of service;
- (4) Just cause means: (a) Incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required in section 79-830; or (h) other conduct which interferes substantially with the continued performance of duties;
- (5) Permanent certificated employee means a teacher or administrator who has served the probation period as defined in this section; and
- (6) School year, for purposes of employment, means three-fourths of the school year or more on duty, exclusive of summer school.

A certificated employee who has been hired to fulfill the duties of another certificated employee who is on leave of absence shall not accrue rights under sections 79-824 to 79-842 during the period that the employee is fulfilling such duties.

79-825. Part-time certificated employee; become permanent employee; formula; reduction in force; effect.

- (1) Part-time certificated employees shall become permanent certificated employees based upon the following formula:
 - (a) For certificated employees employed four-fifths time or more, each such year of employment shall count as a full successive school year; and
 - (b) For certificated employees employed one-half time or more but less than four-fifths time, each such year of employment shall be credited against the three-year requirement for acquiring permanent certificated employee status in an amount proportionate to the term of such employment for each year. Such certificated employees shall become eligible for permanent certificated status at the beginning of the school year next succeeding the year in which they attain the proportionate amount of time.
- (2) Any certificated employee who achieves permanent certificated employee status shall not lose such permanent certificated employee status because of reduction in force resulting in a contract amendment which would reduce such certificated employee to any part-time employment position.

79-826. Certificated employee; disciplinary action; superintendent; powers; procedures.

The superintendent or the superintendent's designee may take action with regard to a certificated employee's performance or conduct which is deemed reasonably necessary to assist the certificated employee and further school purposes, including: (1) Counseling; (2) oral reprimand; (3) written reprimand; and (4) suspension without pay for not to exceed thirty working days.

Prior to taking any action under subdivision (3) of this section, the certificated employee shall be advised of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. The certificated employee may proceed under the school district's grievance procedure if the school district has such a grievance procedure which provides for a review of such action or may, within seven calendar days after the superintendent or superintendent's designee takes such action, challenge the decision through the administrative chain of command.

Prior to taking any action under subdivision (4) of this section, the certificated employee shall be advised in writing of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. Within seven calendar days after receipt of such notice, the certificated employee may make a written request to the secretary of the school board or the superintendent or superintendent's designee for formal due process hearing under section 79-832. If such a request is not delivered within such time, the action of the superintendent or the superintendent's designee shall become final.

79-827. Certificated employee; contract cancellation or amendment; reasons; procedures.

(1) The contract of any certificated employee, including a superintendent, associate superintendent, or assistant superintendent, may be canceled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) Upon revocation or suspension of a certificate by the State Board of Education of any certificated employee whose duties require such a certificate; (b) breach of any of the material provisions of the teacher's or administrator's contract; (c) for any of the reasons set forth in the employment contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality; or (i) physical or mental incapacity.

(2) If the school board or the superintendent or superintendent's designee of any school district determines that it is appropriate to consider cancellation of a certificated employee's contract during the school year for the reasons set forth in subsection (1) of this section, the certificated employee shall be notified in writing of the alleged grounds for cancellation of the contract and that such certificated employee's contract may be canceled. Within seven calendar days after receipt of such notice, the certificated employee may make a written request to the secretary of the school board or to the superintendent or superintendent's designee for a hearing.

(3) Prior to scheduling of action or the hearing, if requested, the notice of possible cancellation and the reasons supporting possible cancellation shall be considered a confidential employment matter subject to the provisions of sections 79-539, 79-8,109, and 84-1410 and shall not be released to the public or any news media.

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(4) This section does not prevent the suspension from duty with pay of a certificated employee pending a decision on the cancellation of the contract.

79-828. Probationary certificated employee; probationary period; evaluation; contract amendment or nonrenewal; procedure.

(1) The contract of a probationary certificated employee shall be deemed renewed and remain in full force and effect unless amended or not renewed in accordance with sections 79-824 to 79-842.

(2) The purpose of the probationary period is to allow the employer an opportunity to evaluate, assess, and assist the employee's professional skills and work performance prior to the employee obtaining permanent status.

All probationary certificated employees employed by any class of school district shall, during each year of probationary employment, be evaluated at least once each semester, unless the probationary certificated employee is a superintendent, in accordance with the procedures outlined below:

The probationary certificated employee shall be observed and evaluation shall be based upon actual classroom observations for an entire instructional period. If deficiencies are noted in the work performance of any probationary certificated employee, the evaluator shall provide the probationary certificated employee at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The evaluator shall also provide the probationary certificated employee with followup evaluations and assistance when deficiencies remain.

If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter.

Any certificated employee employed prior to September 1, 1982, by the school board of any Class I, II, III, or VI school district shall serve the probationary period required by law prior to such date and shall not be subject to any extension of probation.

(3) If the school board or the superintendent or superintendent's designee determines that it is appropriate to consider whether the contract of a probationary certificated employee or the superintendent should be amended or not renewed for the next school year, such certificated employee shall be given written notice that the school board will consider the amendment or nonrenewal of such certificated employee's contract for the ensuing school year. Upon request of the certificated employee, notice shall be provided which shall contain the written reasons for such proposed amendment or nonrenewal and shall be sufficiently specific so as to provide such employee the opportunity to prepare a response and the reasons set forth in the notice shall be employment related.

(4) The school board may elect to amend or not renew the contract of a probationary certificated employee for any reason it deems sufficient if such nonrenewal is not for constitutionally impermissible reasons, and such nonrenewal shall be in accordance with sections 79-824 to 79-842. Amendment or nonrenewal for reason of reduction in force shall be subject to sections 79-824 to 79-842 and 79-846 to 79-849.

(5) Within seven calendar days after receipt of the notice, the probationary certificated employee may make a written request to the secretary of the school board or to the superintendent or superintendent's designee for a hearing before the school board.

(6) Prior to scheduling of action or a hearing on the matter, if requested, the notice of possible amendment or nonrenewal and the reasons supporting possible amendment or nonrenewal shall be considered a confidential employment matter as provided in sections 79-539, 79-8,109, and 84-1410 and shall not be released to the public or any news media.

(7) At any time prior to the holding of a hearing or prior to final determination by the school board to amend or not renew the contract involved, the probationary certificated employee may submit a letter of resignation for the ensuing year, which resignation shall be accepted by the school board.

(8) The probationary certificated employee shall be afforded a hearing which shall not be required to meet the requirements of a formal due process hearing as set forth in section 79-832 but shall be subject to section 79-834.

79-829. Permanent certificated employee; contract amendment or termination; reasons.

The contract of a permanent certificated employee shall be deemed continuing and shall be renewed and remain in full force and effect unless amended or terminated in accordance with the provisions of sections 79-824 to 79-842. The school board by a vote of the majority of its members may determine that such permanent certificated employee's contract shall be amended or terminated for any of the following reasons: (1) Just cause as defined in section 79-824; (2) reduction in force as set forth in sections 79-846 to 79-849, or change of leave-of-absence policies; (3) failure of the certificated employee upon written request of the school board or the administrators of the school district to accept employment for the next school year within the time designated in the request, except that the certificated employee shall not be required to signify such acceptance prior to March 15 of each year; or (4) revocation or suspension by the State Board of Education of the certificate of a certificated employee whose duties require such a certificate.

79-830. Permanent certificated employee; evidence of professional growth required.

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the school board, which may include, but are not limited to, educational travel, professional publications, or work on educational committees.

79-831. Certificated employee; contract amendment, termination, nonrenewal, or cancellation; notice; hearing.

Any probationary or permanent certificated employee whose contract of employment may be amended, terminated, or not renewed for the next school year shall be notified in writing on or before April 15 of each year of such possible action on the contract. If the certificated employee wishes a hearing, a written request shall be sent to the secretary of the school board or the superintendent of schools or the superintendent's designee within

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seven calendar days after receipt of the written notice. Unless (1) continued by written agreement between the parties or their representatives as provided in this section or (2) a hearing officer is utilized as provided in sections 79-840 to 79-842, final action by the school board must be taken on or before May 15 of each year. If a hearing on amendment, nonrenewal, cancellation, or termination is not requested within the time provided for in sections 79-824 to 79-842, the school board shall make a final determination. With regard to all hearings provided for under such sections, either formal due process hearings or informal hearings, the certificated employee shall be advised in writing at least five days prior to the date of hearing of the date, time, and place of the hearing. Except as provided in section 79-840, all such hearings shall be held within thirty days of the date of the request for hearing. The parties or their representatives by mutual agreement, confirmed in writing, may extend the times for hearings or final determinations by the board under sections 79-824 to 79-842.

79-832. Formal due process hearing; employee's rights; how conducted; school board decision.

(1) A formal due process hearing for the purposes of sections 79-827 and 79-829 means a hearing procedure adopted by the school board which contains at least the following: (a) Notification to the certificated employee in writing at least five days prior to the hearing of the grounds alleged for action, cancellation, termination, or nonrenewal of the teacher's contract; (b) upon request of the certificated employee a notification, at least five days prior to the hearing, of the names of any witnesses who will be called to testify against the certificated employee and an opportunity to examine any documents that will be presented at the hearing; (c) the right to be represented; and (d) an opportunity to cross-examine all witnesses and to examine all documents and to present evidence material to the issues.

(2) Due and proper notice of the hearing shall be given in accordance with the Open Meetings Act. Upon an affirmative vote of a majority of the school board's members present and voting and upon specific request of the certificated employee or the certificated employee's representative, the hearing shall be conducted in a closed session, but the formal action of the school board shall be taken in open session.

(3) A majority of the members of the school board shall render the decision to amend, cancel, terminate, or not renew a certificated employee's contract, based solely upon the evidence produced at the hearing, shall reduce its findings and determinations to writing, and shall deliver a written copy thereof to the certificated employee.

79-833. Error proceedings; jurisdiction of court.

In error proceedings to reverse, vacate, or modify a final order by a school board made pursuant to sections 79-824 to 79-842, the school district, school board, or both may be named as defendants in error in the proceedings. The proceedings shall not be defeated and the court shall not be deprived of subject matter jurisdiction because the petitioner named the school board rather than the school district or the school district rather than the school board as the defendant in error.

This section shall apply to all error proceedings pending in the district court or the Supreme Court on June 11, 1991, and to error proceedings commenced after such date.

79-834. Informal hearing; when held; procedures.

Hearings involving the question of the nonrenewal of a probationary certificated employee's contract or the nonrenewal of a superintendent shall not be due process hearings and shall not be required to meet the requirements of section 79-832 but shall be informal hearings at which the probationary certificated employee or superintendent, or his or her representative, shall be afforded the opportunity to discuss and explain his or her position with regard to continued employment, to present information, and to ask questions of those appearing on behalf of the school district. Such hearings shall be held in closed session at the request of the certificated employee or superintendent, or his or her representative, and upon affirmative vote of a majority of the school board members present and voting, but the formal action of the school board for nonrenewal shall be in open session.

79-835. Probationary certificated employee; superintendent; school board; special procedures applicable.

The hearing for a probationary certificated employee, except a superintendent, provided in section 79-834, may be held before a committee of the school board consisting of not less than three of the board's total members. Notice of such a hearing shall be sent to all board members five days prior to such hearing. If a hearing is held before such a committee, the majority opinion of the committee shall constitute a recommendation to the school board with the final determination being made by a majority vote of the members of the school board without additional hearing. The hearing for a superintendent provided in such section shall not be held before a committee of the school board. Notice shall be given to all parties at least five days prior to such a hearing. A vote of the majority of the members of the school board shall determine final action relative to the contract of the superintendent.

79-836. School board; additional sanctions authorized; when.

(1) After providing the opportunity for a hearing on cancellation, termination, or nonrenewal as provided for in sections 79-828, 79-829, and 79-832, and except when reduction in force is the reason given for possible termination, and when just cause can be shown, the school board may impose such other sanctions, other than termination, cancellation, or nonrenewal of the contract, as may be agreed upon by the parties.

(2) The fact that action has been taken under this section in the past may be taken into consideration in determining appropriate action in future hearings with regard to the certificated employee for a period of five years following the date of such action.

79-837. School board; subpoena power.

The school board may on its own behalf, or shall upon the request of the certificated employee or his or her representative or at the request of the school district administration or the superintendent or the superintendent's designee, (1) subpoena and compel the attendance of witnesses residing either within or outside the state for the purpose of appearing and testifying at any hearing provided for in sections 79-824 to 79-842 and for

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the purpose of having such witnesses' depositions taken, in the manner prescribed by law for the taking of depositions in civil actions in the district court, and (2) issue subpoenas for the production of any papers, books, accounts, and documents.

79-838. School board; grant leave of absence; procedures; rights.

Any school board, upon written request, may grant a leave of absence to a permanent certificated employee for such reasons as the school board deems appropriate, including, but not limited to, study, military service, or professional improvement or because of physical disability or sickness, or as otherwise required by law, subject to such rules and regulations governing leaves of absence as may be adopted by the school board. A school board may require a permanent certificated employee, because of physical disability or sickness, to take a leave of absence for a period not exceeding one year. In any such case, the procedure to be followed and the rights of the permanent certificated employee shall be the same as those prescribed in sections 79-824 to 79-842 for termination of a permanent certificated employee.

79-839. Certificated employees; assignment rights.

Sections 79-824 to 79-842 do not provide any certificated employee a right to a specific assignment so long as such certificated employee is assigned to duties for which he or she is qualified by reason of certification, endorsement, or college preparation.

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REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.06 Certificated Employee Evaluation. Quality Indicator: The primary purpose of certificated-employee evaluation is to improve student learning. The procedures are clear, equitable, and systematic.

007.06A The school district has a written board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.

007.06A1 The policy is implemented by written procedures that include:

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated-employees;

007.06A1c Specific district-defined evaluation criteria, which include, at a minimum:

007.06A1c(1) Instructional performance (applicable to teachers only),

007.06A1c(2) Classroom organization and management (applicable to teachers only), and

007.06A1c(3) Personal and professional conduct.

007.06A1d Provision for written communication and documentation to the evaluated certificated-employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the certificated-employee to offer a written response to the evaluation; and

007.06A1f A description of the district plan for training evaluators.

007.06A2 In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.

007.06B All evaluators, with the exception of the local board of education when it evaluates the superintendent, possess a valid Nebraska Administrative Certificate and are trained to use the evaluation system used in the district.

007.07 Staff Development. Quality Indicator: Staff development supports instructional improvement, the local school improvement plan, and accomplishment of school and/or school system goals.

007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.

Nebraska Department of Education Rule 27

PROFESSIONAL PRACTICES CRITERIA

001 General Information

- 001.01 Statutory Authority. Section 79-866 of the Revised Statutes of Nebraska (R.R.S.) requires that the Nebraska State Board of Education (Board) shall adopt and promulgate rules and regulations establishing standards of professional practices in areas including but not limited to: (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations. The Board shall receive the advice and counsel of the Nebraska Professional Practices Commission (Commission) in the adoption of such standards as they apply to the holders of public school certificates. The Board also adopts the standards in this chapter pursuant to the authority granted to it by Sections 79-318 (5)(g) and (i), 79-808 and 79-869 R.R.S., which collectively give the Board authority to adopt standards relating to professional practices for holders of all teaching, administrative, and special services certificates in Nebraska.
- 001.02 Scope and Application of this Chapter. This chapter contains basic professional practices criteria for all persons holding administrative, teaching, or special services certificates issued pursuant to Title 92, Nebraska Administrative Code, Chapter 21, (92 NAC 21).
- 001.03 Violations. Violations of the standards of this chapter constitute just cause for the suspension or revocation of a certificate by the Board or may result in an admonishment or reprimand by the Commissioner of Education (Commissioner), or the Commission in the case of holders of public school certificates, or by the Commissioner or Board in the case of holders of nonpublic school certificates. No finding of a violation of the standards set forth in this chapter shall be made unless shown by a preponderance of the evidence.

004 Standards of Ethical and Professional Performance for Holders of Public School Certificates. The following standards apply to all holders of public school certificates:

- 004.01 Preamble: The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards. The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter. The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 R.R.S. for holders of public school certificates.
- 004.02 Principle I - Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:
 - 004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
 - 004.02B Shall not discriminate on the basis of race, color, creed, gender, marital status, age, national origin, ethnic background, or disability.
 - 004.02C Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
 - 004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
 - 004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
 - 004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.
 - 004.02G Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.
 - 004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
 - 004.02I Shall report to the Commissioner any known violation of Sections 004.02G, 004.04E, or 004.05B of this chapter.
 - 004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.
- 004.03 Principle II - Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:
 - 004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
 - 004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.
 - 004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

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- 004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- 004.03E Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- 004.03F Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- 004.03G Shall not discipline students using corporal punishment.
- 004.04 Principle III - Commitment to the Public: The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:
- 004.04A Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- 004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- 004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.
- 004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- 004.04E Shall not commit any act of moral turpitude or any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.
- 004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.
- 004.05 Principle IV - Commitment to the Profession: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:
- 004.05A Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- 004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- 004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- 004.06 Principle V - Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:
- 004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- 004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- 004.06C Shall give prompt notice to the employer of any change in availability of service.
- 004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- 004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- 004.06F Shall permit no commercial or personal exploitation of his or her professional position.
- 004.06G Shall use time on duty and leave time for the purpose for which intended.
- 005 Standards of Competent Professional Performance for Holders of Public School Certificates.** The following standards apply only to holders of public school certificates:
- 005.01 General: The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to competent performance and are therefore declared to be the criteria of competency adopted pursuant to the provisions of Section 79-866 R.R.S.
- 005.02 Administrative and Supervisory Requirements for Holders of Public School Certificates: Educators must possess the abilities and skills necessary to accomplish the designated task. Therefore,
- 005.02A Each educator shall:
- 005.02A1 Keep records for which he or she is responsible in accordance with law and policies of the school system;
- 005.02A2 Supervise others in accordance with law and policies of the school system;
- 005.02A3 Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.
- 005.02B Each teacher and special services provider shall:
- 005.02B1 Utilize available instructional materials and equipment necessary to accomplish the designated task;

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- 005.02B2 Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services provider;
- 005.02B3 Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
- 005.02C Each administrator shall:
 - 005.02C1 Use available instructional personnel, materials and equipment necessary to accomplish the designated task;
 - 005.02C2 Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator;
 - 005.02C3 Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.
- 005.03 Analysis of Individual Needs and Individual Potential for Holders of Public School Certificates: The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:
 - 005.03A Personal observation;
 - 005.03B Analysis of individual performance and achievement;
 - 005.03C Specific performance testing.
- 005.04 Instructional Procedures for Holders of Public School Certificates: Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures. Therefore,
 - 005.04A Each educator shall:
 - 005.04A1 Create an atmosphere which fosters interest and enthusiasm for learning and teaching;
 - 005.04A2 Use procedures appropriate to accomplish the designated task;
 - 005.04A3 Encourage expressions of ideas, opinions and feelings.
 - 005.04B Each teacher shall:
 - 005.04B1 Create interest through the use of materials and techniques appropriate to the varying abilities and background of students;
 - 005.04B2 Consider individual student interests and abilities when planning and implementing instruction.
 - 005.04C Each administrator shall:
 - 005.04C1 Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task;
 - 005.04C2 Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.
- 005.05 Communication Skills for Holders of Public School Certificates: In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:
 - 005.05A Utilize information and materials that are relevant to the designated task;
 - 005.05B Use language and terminology which are relevant to the designated task;
 - 005.05C Use language which reflects an understanding of the ability of the individual or group;
 - 005.05D Assure that the designated task is understood;
 - 005.05E Use feedback techniques which are relevant to the designated task;
 - 005.05F Consider the entire context of the statements of others when making judgments about what others have said;
 - 005.05G Encourage each individual to state his ideas clearly.
- 005.06 Management techniques for Holders of Public School Certificates: The educator shall:
 - 005.06A Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
 - 005.06B Maintain consistency in the application of policy and practice;
 - 005.06C Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others;
 - 005.06D Develop and maintain positive standards of conduct.
- 005.07 Competence in Specialization for Holders of Public School Certificates: Each educator shall:
 - 005.07A Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
 - 005.07B Be aware of current developments in his or her field;
 - 005.07C Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.
- 005.08 Evaluation of Learning and Goal Achievement for Holders of Public School Certificates: An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement, and each educator shall:
 - 005.08A Utilize several types of evaluation techniques;
 - 005.08B Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
 - 005.08C Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;
 - 005.08D Utilize the results of evaluation for planning, counseling and program modification;
 - 005.08E Explain methods and procedures of evaluation to those concerned.

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005.09 Human and Interpersonal Relationships for Holders of Public School Certificates: Educators shall possess effective human and interpersonal relations skills and therefore:

005.09A Shall allow others who hold and express differing opinions or ideas to freely express such ideas;

005.09B Shall not knowingly misinterpret the statement of others;

005.09C Shall not show disrespect for or lack of acceptance of others;

005.09D Shall provide leadership and direction for others by appropriate example;

005.09E Shall offer constructive criticism when necessary;

005.09F Shall comply with reasonable requests and orders given by and with proper authority;

005.09G Shall not assign unreasonable tasks;

005.09H Shall demonstrate self-confidence and self-sufficiency in exercising authority.

005.10 Personal Requirements for Holders of Public School Certificates: In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason or training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

005.10A Be able to engage in physical activity appropriate to the designated task except for temporary disability;

005.10B Be able to communicate so effectively as to accomplish the designated task;

005.10C Appropriately control his or her emotions;

005.10D Possess and demonstrate sufficient intellectual ability to perform designated tasks.

006 Standards for Continuance in Professional Service for all Certificate Holders: Continuance in professional service requires the maintenance of a valid teaching, administrative, or special services certificate in accordance with the laws of the State of Nebraska.

007 Standards for Contractual Obligations for all Certificate Holders: Educators shall adhere fully to the terms of a contract or appointment.

CPS Policies

403.06, Employee Outside Employment and Tutoring:

The board believes the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board considers an employee's duties as part of a regular, full-time position as full-time employment. The board expects such employees to give the responsibilities of their positions in the school district precedence over any other employment.

It shall be the responsibility of the superintendent to counsel employees, whether full-time or part-time, if, in the judgment of the superintendent and the employee's immediate supervisor, the employee's outside employment interferes with the performance of the employee's duties required in the employee's position within the school district.

The board may request the employee to cease the outside employment as a condition of continued employment with the school district.

A professional employee may not provide private tutoring or professional services in exchange for compensation from a source other than the School District without advance approval of the Superintendent:

1. to a child that the employee teaches or provides professional services in the course and scope of the employee's duties to the School District; or
2. in a facility owned or under the control of the District; or
3. during the employee's duty hours.

Professional employees who accept engagements to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the School District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the School District.

406.01, Certification:

Certificated employees, including administrators, are those employees required to hold an appropriate certificate from the Nebraska Department of Education for their position as required by the Professional Practices Commission or others with professional licenses. Certificates required for a position will be considered met if the employee meets the requirements established by the Nebraska Department of Education.

It shall be the responsibility of the superintendent to establish job specifications and job descriptions for certificated employees' positions, other than the position of the superintendent. Job descriptions may be approved by the board.

Each certificated staff member shall hold at all times a valid Nebraska teaching or administrative certificate.

406.05, Certificated Employee Work Day:

The work day shall require teachers to spend a total of one hour in combination before and after school. Determination of the reporting time prior to the start of the school day, and the leaving time following the end of the school day, shall be made yearly by the Superintendent in consultation with the building principals. "Day" is defined as one work day regardless of full-time or part-time status of an employee.

Certificated employees are to be in their assigned school building during the work day. Advance approval to be absent from the school building must be obtained from the principal whenever the certificated employees must leave the school building during the work day.

The building principal is authorized to make changes in the work day in order to facilitate the education program. Variations from, or extensions of, the work day for individual building activities such as faculty meetings, etc., shall be the responsibility of the building principals.

The work day outlined in this policy is a minimum work day. Nothing in this policy prohibits certificated employees from working additional hours outside the work day.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding work day of such employees shall be followed.

406.07, Assignment of Duties:

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

406.09, Certificated Employee Evaluation:

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

1. Communication of Evaluation Process: Communication of the evaluation process to those being evaluated shall be made by distributing the evaluation instrument to certificated staff at the beginning of each school year.
2. Duration and frequency of observations and written evaluations: The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:
 - a. Probationary Teachers
 - i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.
 - ii. Probationary teachers shall be formally observed and evaluated at least once each semester.
 - iii. The responsible evaluator is expected to complete second semester evaluations of probationary teachers in a timely manner suitable to the requirements of section 4, below, when necessary.
 - b. Permanent Teachers
 - i. Formal observations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.
 - ii. Permanent teachers are to be formally observed at least once during each three year period.
 - iii. Permanent teachers are to be evaluated at least once each school year.

CPS Policies

- c. Teacher's Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations.
 - d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.
 - e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.
 - f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.
3. Evaluation Criteria: Teachers shall be evaluated based upon the district-defined evaluation criteria noted below. Descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas. In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.
 - a. Classroom Strategies and Behaviors
 - b. Planning and Preparing
 - c. Reflecting on Teaching
 - d. Collegiality and Professionalism
 4. Communication of Deficiencies: The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement. As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.
 5. Teacher Responses to Evaluations: Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.
 6. Plan for Training Evaluators: All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

406.10, Probationary Certified Employee:

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law.

406.11, Certified Employee On-Notice Status:

Certified employees may also be placed on-notice based upon their performance. The on-notice period shall be determined on a case-by-case basis in light of circumstances surrounding the employee's performance as documented in the employee's evaluation and personnel file.

406.12, Permanent Certified Employee:

A certified employee who has been employed for the full probationary period as set forth in policy 406.10 and in accordance with state law is a permanent certified employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law.

406.13, Student Teachers:

The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way impede the satisfactory progress of pupils.

CPS Policies

409.01, Certified Employee Professional Growth and Training:

Teachers in the Columbus Public Schools system shall participate in professional growth activities as are approved by the school board in order to remain eligible for continued employment. District-provided training, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.