



# Nebraska Model Evaluation

## Teacher/Educational Specialist

### Summative Evaluation Template

South Sioux City Community School District

Teacher/Specialist Information:

Grade/Subject:

School(s):

Evaluator:

School Year:

Date of Evaluation:

Probationary

Permanent

Year 1

Year 2

Year 3

Semester 1 (Summative – Ratings Required)

Semester 2 (Summative – Ratings Required)

Summative (Ratings Required)

**Part I: Nebraska Effective Practices**

Probationary teachers/educational specialists are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or artifacts as may have been collected. Permanent teachers/specialists are rated on the Effective Practices at the end of the summative year.

**EFFECTIVE PRACTICE: (1) Foundational Knowledge.** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher demonstrates limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (2) Planning and Preparation. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Narrative Feedback (required for Basic or Unsatisfactory rating)

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EFFECTIVE PRACTICE: (3) The Learning Environment. The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.

Narrative Feedback (required for Basic or Unsatisfactory rating)

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EFFECTIVE PRACTICE: (4) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Basic	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (5) Assessment. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Basic	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: EFFECTIVE PRACTICE: (6) Professionalism. The teacher acts as an ethical and responsible member of the professional community.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Basic	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a

	high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professionally responsible manner.

Narrative Feedback (required for Basic or Unsatisfactory rating)

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.

Narrative Feedback (required for Basic or Unsatisfactory rating)

Summary of Effective Practices

Areas of Strength

Areas for Development

- Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)
- Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective practices)

Part II: **Smart Goals.** For probationary teachers/educational specialists are reviewed during the first semester

evaluation conference and rated during the second semester evaluation conference. Combined rating; attach template. For permanent teachers/specialists are reviewed at the annual conference.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Smart Goals have been met or exceeded in all respects. Students, including those in special populations, show exceptional learning gains, or program elements improved at a level beyond expectations. Smart Goal design shows exemplary quality and rigor and implementation strategies were executed diligently. The teacher/educational specialist's impact on student learning or program improvement can serve as a model for other faculty.
<input type="checkbox"/> Proficient	Results across all Smart Goals have been met or nearly met on an overall basis and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. Smart Goal design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/ educational specialist's impact on student learning or program improvement is evident.
<input type="checkbox"/> Basic	Results across all Smart Goals have not been met on an overall basis, although some student achievement growth or program criteria improvement is evident. Growth in student achievement or program improvement is somewhat below expectations. Smart Goal design may have been somewhat lacking in quality and /or rigor and implementation strategies were not carried out as effectively as could be expected.
<input type="checkbox"/> Unsatisfactory	Results across all Smart Goals were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, Smart Goal design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.

Evaluator's Comments

- Plan for Improvement attached (Required for rating of "Basic")
- Plan of Assistance attached (Required for rating of "Unsatisfactory")

Narrative Feedback		
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<table border="1"> <thead> <tr> <th data-bbox="100 1438 1547 1491">Areas of Development:</th> </tr> </thead> <tbody> <tr> <td data-bbox="100 1491 1547 1579" style="height: 40px;"></td> </tr> </tbody> </table>	Areas of Development:	
Areas of Development:		

- Plan for Improvement (Optional)
- Plan of Assistance
- You have completed three years of probationary status with South Sioux City Community Schools upcoming contract will reflect a change in status to tenured.

Teacher/Specialist Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

*My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.*