

Storey County School District Policy Manual

Section: Foundations & Basic Comments
Title: Licensed Employee Evaluation .

Adopted:

Revised:10-23-02

Previous Policy Number:GCN

Presented as below to School Board on 1-23-02 & 2-14-02

The Storey County School District evaluation process encourages a positive attitude toward the improvement of instruction to assure the best possible education for students.

Since evaluation is, in its most effective form, a cooperative process of providing positive feedback for growth and improvement, it must focus on strengths, be individualized, objective and consistent. Evaluation should create a sense of community and unity between evaluators and employees. The encouragement of cooperative dialogue about teaching and learning and the betterment of our profession are our goals.

To accomplish this, the evaluation process will include goal setting, a formal observation, and a narrative evaluation of the teacher's performance. The evaluation process shall provide opportunities for evaluators to make suggestions for improvement, directives, commendations and an overall performance evaluation.

Implementation procedures and forms are designed to provide documentation to serve as a record of professional staff performance and accomplishments.

Goal Setting/Observation/Evaluation Plan: (Long Form)

The site administrator will set a plan each year, which evaluates all teachers new to the district, second year teachers and approximately one third of the remainder of the teachers. This follows the process beginning on page three. At any time a teacher or the principal may request, prior to June 1, that this evaluation process be used for the next school year rather than the scheduled professional growth goal setting described below.

Professional Growth Goal Setting Plan: (Short Form)

After a certified staff member has been employed for two years in Storey County Schools, the evaluation process, beginning on page three, will occur every third year. During the interim two years, the staff member and site administrator will meet for at least 30 minutes each fall in order to set two goals, at least one of which is designed to directly improve instruction/curriculum in the classroom*. These professional development goals are to be jointly agreed upon prior to September 30, using the appropriate form (Appendix A). Before May 15 of the same school year, the teacher will write a several paragraph report on the process and results of reaching the goals and discuss this with the site administrator in a minimum of 30 minutes meeting. This report will become the teacher's evaluation for the year and must be signed by both the teacher and site administrator.

Examples of goals might be: a) the teacher will review resources and design a new and improved questioning strategy for leading classroom discussion, or b) the teacher will design and use at least 3 tests during the year that emphasizes testing

for application and critical thinking, or c) the teacher will design and implement a plan which uses assessments (including tests) to improve instruction by reviewing with students areas not well understood, or d) etc.

This system also allows for additional administrative time for assistance to beginning teachers and for a move through 3rd year evaluation.

*Goals and the evaluation process for non-classroom licensed employee's (e.g. librarians, counselors) will be adjusted to their job description areas.

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Storey County School District Licensed Employee Evaluation

I. Goal Setting

A. Cooperatively established goals (minimum of a 30 minute conference)

Each licensed employee and his / her evaluator will be responsible for cooperatively developing goals for the school year. In the event that a mutually agreeable number of goals cannot be determined, two goals will be cooperatively developed. Goals should be related to any of the categories found in the Licensed Employee Evaluation Form.

B. Mid Year Review [optional] / Final Summary of Goals

Prior to the end of the first semester, the licensed employee, at his or her discretion, may meet with his / her evaluator to discuss the cooperatively developed goals. At this time, the discussion will focus on the progress to date and , if applicable, revision or resetting the goals. In the event that an employee completes his / her goals prior to the end of the first semester, they may meet with their evaluator to complete the final summary of goals at that time.

C. Final Summary of Goals

Prior to the completion of the summative evaluation, each licensed employee will meet with his / her evaluator to discuss and assess progress on the cooperatively developed goals. The staff member shall be responsible for providing documentation and evidence of progress toward or completion of the goals. A summary of the conference shall be written and signed off by each party and shall become part of the summative evaluation document.

II. Data Gathering Visits

During the goal setting conference, the number of data gathering visits used in the development of the summative evaluation shall be cooperatively determined between the evaluator and the licensed employee. If a mutually agreeable number of data gathering visits cannot be reached, the number of data gathering visits shall be seven (7).

III. Formal Observation

The formal observation component of the evaluation process consists of the following items: Pre-Observation conference: Observation: Post - Observations Conference.

A. Pre-Observation conference

Prior to the formal observation, the licensed staff member and the evaluator will meet to discuss the instructional episode / client or user interaction to be observed. The licensed employee shall be responsible for providing the evaluator with:

- a. lesson plan
- b. completed pre - observation form
- c. listing of specific areas that he / she would like the evaluator to pay particular attention
- d. any particular environmental or student issue(s) that may affect the observation

The licensed employee and evaluator shall determine the date for the observation and sign off on the pre-observation conference form.

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III. Formal Observation - continued

B. Observation

1. One formal observation of an entire instructional episode / client / user interaction (class period).

C. Post - Observation Conference

The licensed employee and the evaluator will meet to discuss the observation. At this meeting the evaluator shall seek to have the licensed employee clarify items that may be unclear, add information that may be beneficial in the narrative write up and discuss the particular areas that the licensed employee had requested to be observed.

At the conclusion of this conference, the evaluator will complete a narrative report of the observation and both parties shall sign the completed form and this form shall become a part of the summative evaluation document.

This evaluation shall be in narrative form and shall include:

- a. a summary of the lesson observed
- b. remarks and observations of the particular area(s) requested by the licensed employee
- c. other positive aspects of the lesson, if applicable
- d. strengths of the lesson, if applicable
- e. suggestions for improvement or directives, if applicable

IV. Summative Evaluation (minimum of a 30 minute meeting)

A summative evaluation that summarizes the licensed employee's professional performance shall be completed by the evaluator prior to April 15th. The licensed employee and the evaluator will meet to discuss the summative evaluation. At the conclusion of this conference, the evaluator will complete the Licensed Employee Evaluation and both parties shall sign the completed form in accordance with the provisions of NRS 391.3125 (6)

Included in the summative evaluation will be:

- a. A copy of the brief summary of the cooperatively - established goals
- b. A copy of the formal observation
- c. A evaluation of the licensed employee's performance in the Licensed Employee Evaluation Categories. In the event that unsatisfactory observations, in the view of the evaluator, will be included in the evaluation, it is required that written copy of the rationale that resulted in this judgment will be presented to the employee within ten (10) working days of the occurrence. The employee will then have an opportunity to respond with ten (10) working days of receipt of the negative information.
- d. The evaluator's commendations, if applicable
- e. The evaluator's suggestions for improvement or directives, if applicable
- f. The evaluator's evaluation of the licensed employees' overall performance (satisfactory / unsatisfactory)

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Storey County School District Licensed Employee Evaluation Implementation Time Line

Date	Event	Responsible Party
On / before Sept. 15	Evaluation Orientation (All)	Site Administrator
On / before Sept. 30	Goal Setting Mtg. (minimum 30 min.) (Short and Long Form)	Licensed Employee / Site Administrator
On / before Dec. 1	1 st Probationary observation and meeting (Long Form)	Site Administrator
On / before Jan. 15	Mid Year Goal Review completed (optional) (Long Form)	Licensed Employee / Site Administrator
On / before Feb. 1	2 nd Probationary observation and meeting (Long Form)	Site Administrator
On / before Feb. 15	Probationary non reemploy letter due (Long Form)	Site Administrator
On / before April 1	3 rd Probationary observation and meeting (Long Form)	Site Administrator
On / before April 15	Post Probationary observation (Long Form)	Site Administrator
On / before April 15	Final Goal Summary Mtg. (Long Form)	Licensed Employee / Site Administrator
On / before April 15	Summative evaluation complete* (Long Form)	Site Administrator
On / before May 1	Intent to reemploy letters due to employees (All)	District
On / before May 10	Intent to reemploy letters due to district office (All)	Licensed Employee
On / before May 15	Joint goal setting report / discussion (Short Form)	Licensed Employee / Site Administrator

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* It is recommended that the completion of all activities related to the summative evaluation be completed, delivered to the employee, and discussed for at least 30 minutes as expediently as possible after the conclusion of the last observation.

A Teacher Plan of Assistance will be used when unsatisfactory performance is identified on the Summative Evaluation or by the site administrator concerning unsatisfactory performance (NRS 391.312)

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**STOREY COUNTY SCHOOL DISTRICT
LICENSED EMPLOYEE GOAL SETTING**

_____ I A. Goal Setting / Observation / Evaluation Plan or _____
Name (Long Form) Assignment

_____ I B. Professional Growth Goal Setting Plan _____
Evaluator (Short Form) Date of Meeting

Directions:

Each licensed employee and his/her evaluator will be responsible for cooperatively developing goals for each school year. In the event that a mutually agreeable number of goals cannot be determined, two (2) goals will be cooperatively developed. Goals should be related to improvement of classroom instruction and the Licensed Employee Evaluation Categories found on the Teacher Evaluation Form.

Please complete this form and schedule a meeting with your evaluator to discuss your goals and to determine the number of data gathering visits that will be completed during the year.

Activity	Goal 1	Goal 2
Goal Statement:		
Planned method of achieving this goal:		
Timeline for implementation:		

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Activity	Goal 1	Goal 2
FINAL SUMMARY (##) Please include: Progress toward completion of goal If goal not met, list factors which led to this		
SIGNATURES / DATE Goal Setting	Licensed Employee / Date: Evaluator / Date:	
Midyear Review (Optional)	Licensed Employee / Date: Evaluator / Date:	
Final Summary	Licensed Employee / Date: Evaluator / Date:	

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MID-YEAR REVIEW

Prior to the end of the first semester, the licensed employee, at his or her discretion, meets with his/her evaluator, to discuss the cooperatively developed goals. At this time, the discussion will focus on the progress to date and, if applicable, revise or reset the goals. In the event that an employee completes his/her goals prior to the end of the first semester, they may meet with their evaluator to complete the final summary of goals prior to the end of the year.

(##) FINAL SUMMARY OF GOALS

Prior to the completion of the summative evaluation, each licensed employee will meet with his/her evaluator to discuss and assess progress on the cooperatively developed goals. The staff member shall be responsible for providing documentation and evidence of progress toward the goals. A summary of the conference shall be written and signed off by each party and shall become part of the summative evaluation.

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_____Teacher
_____Counselor
_____Librarian

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Licensed Employee Evaluation

Name

Assignment

Evaluator

Date

Prior to the formal observation, the licensed staff member and the evaluator will meet to discuss the instructional episode, client/user interaction to be observed. The licensed employee shall be responsible for providing the evaluator with:

- a. lesson plan / interaction scenario
- b. completed pre - observation form
- c. listing of specific areas that he / she would like the evaluator to pay particular attention
- d. any particular environmental or student issue(s) that may affect the observation

The licensed employee and evaluator shall determine the date for the observation and sign off on the pre-observation conference form. The purpose of this meeting is to discuss the details of the observation and to provide clarifying information that will allow for the observation to be as much of a growth opportunity for the licensed employee as possible. Please complete this form at least one day prior to the meeting to discuss the observation.

The lesson/activity will be presented and observed on:

Date: _____

Period/Time: _____

1. List the objectives for this lesson / interaction:

2. Describe what methods you will use to reach the lesson / interaction objectives (small group, cooperative, whole group, lecture, etc.) :

3. What teaching and learning / interaction activities have you planned:

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____ Teacher
____ Counselor
____ Librarian

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- 4. How will you assess your students' / users' / clients' comprehension of the lesson / interaction?

- 5. Are there any group or individual characteristics or environmental conditions that the observer should be aware of ? (Unusual behaviors, grouping interactions, students leaving / entering, special needs students, etc.)

- 6. Which major evaluation category (ies) would you like the observer to pay particular attention?
 - ____ Learning Environment I (page 12)
 - ____ Planning and Organization II (page 13)
 - ____ Lesson Presentation III (page 14)
 - ____ Evaluation IV (page 16)
 - ____ Interpersonal Relationships V (page 17)
 - ____ Professional Growth and Responsibilities VI (page 18)
 - ____ Professional Development Plan VII (page 20)

Please list particular examples you wish to emphasize.

This pre - observation conference has been discussed and the evaluator and the licensed employee agree that this is the lesson / interaction to be observed.

Licensed Employee

Evaluator

Date

Date

Licensed Employee Comments:

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____ Teacher
____ Counselor
____ Librarian

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Name

Assignment

Evaluator

Date

Content / Topic _____

Directions:

As a part of each employee's summative evaluation, the evaluator will provide, in narrative format, an evaluation of the licensed employee's performance from the agreed upon observation. The purpose of this report is to provide a review of the observation and to include strengths of the lesson / interaction, suggestions for improvement, directives, or other positive aspects of the licensed employees' performance and evaluation of the areas identified by the licensed employee during the pre - observation conference.

A. Narrative Summary:

This observation conference has been discussed by the evaluator and the licensed employee. The signature of the licensed employee does not necessarily indicate agreement; merely that the employee has had the opportunity to review the form and has been provided the opportunity to comment.

Licensed Employee's Signature

Evaluator's Signature

Date

Date

Licensed Employee Comments:

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Commendation

Statements made by the evaluator that are complimentary in nature, to the licensed employees' professional performance, regarding any component associated with the evaluation process.

Data Gathering Visits

Visits to the licensed employee's teaching site that provides information for the completion of the narrative statements on the summative evaluation.

Directive

Statements made by the evaluator that are required to be accomplished by the employee regarding any component associated with the evaluation process. It is required that any directive will be accompanied by a mutually determined time line for completion and a plan of assistance designed to assist the licensed employee to successfully achieve the goal of the directive.

Evaluation

The process of assessing a licensed employees performance in accordance with NRS 391.3125. Each licensed employee shall have only one evaluator. Only the designated evaluator shall conduct data gathering visits or formal observations as part of the formal evaluation process.

Formal Observation

Visits to classrooms or other teaching or work sites, conducted by the evaluator are done as unobtrusively and with as little disruption to the instructional activity as possible. Observation is focused on specific and observable behaviors.

Suggestion for Improvement

Statements made by the evaluator that are designed to provide the licensed employee with suggestions for further growth or different strategies to attempt. Acting on recommendations is at the option of the licensed employee.

Summative Evaluation

The formal system of evaluation conducted by the evaluator who has been defined as management. This evaluation is to be used for decisions such as retention, tenure, etc.

Storey County School District
Teacher Evaluation Form

(information from direct observation and/or discussion with teacher)
(comment required to support every assessment - use back if more room is needed)

C. CLASSROOM APPEARANCE

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II. PLANNING AND ORGANIZATION

A. Academic Expectations

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic expectations are vague; minimal effort is required to attain objectives		Consistently provides objectives for students that promote reasonable growth		Challenges students to reach objectives that promote exceptional growth
Comments:				

D. PREPERATION FOR INSTRUCTIONAL PERIOD

Unsatisfactory	Some Deficiencies	Meets District Noted	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough preparation: too much time wasted		Materials, supplies and / or activities are prepared ahead of time		Definite evidence of excellent preparation: maximizes learning time
Comments:				

B. IMPLEMENTATION OF CURRICULUM

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not follow adopted curriculum		Follows adopted curriculum		Innovatively implements adopted curriculum and integrates subject areas
Comments:				

E. LEARNING OPPORTUNITIES/STYLES

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No adjustments for student instructional levels are evident		Designs varied learning opportunities to accommodate students' individual needs and learning styles		Extra effort is made to insure the effectiveness of instruction for every student using a variety of techniques
Comments:				

C. LESSON/UNIT PLANNING STUDENTS

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson/unit planning is incomplete and/or vague		Lesson/unit planning includes statement of objectives, materials, and evaluation		Exceptionally well organized; teacher plans extensively beyond expectations of the lesson plan book
Comments:				

F. ACCOMODATIONS FOR SPECIAL NEEDS

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	<input type="checkbox"/> Not observed Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reluctant/unwilling to make accommodations for special needs students		Willingly accepts and makes appropriate accommodation for special needs students		Demonstrates initiative in accommodating special needs students
Comments:				

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III. LESSON PRESENTATION

A. MOTIVATION

Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods do not stimulate; student interest appears low		Procedures stimulate interest; create desire to learn		Exceptional use of motivational techniques to capture/sustain student interest. Teacher demonstrates enthusiasm.

Comments:

D. CLOSURE

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional period ends abruptly		Brings appropriate closure to lesson		Purposefully summarizes lesson to reinforce skills and / or Concepts

Comments:

B. QUESTIONING STRATEGIES

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes poor questioning strategies/makes little or no effort to ask questions that promote varied levels of		Utilizes appropriate questioning techniques and makes provisions for questions which promote varied levels of thought		Skilled in designing and utilizing effective questioning techniques to facilitate student response/discussion

Comments:

E. ACTIVE LEARNING

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are not engaged in the learning process		Students are actively engaged in the learning process		Students participate with a high degree of enthusiasm and motivation

Comments:

C. ACADEMIC OBJECTIVES

Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inconsistent in stating clear academic objectives and expectations		States clear academic objectives and expectations		Integrates academic objectives with prior and/or future learning

Comments:

F. PROVISION FOR VARIED PRACTICE

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little or no opportunity for practice; no variation in mode of practice		Provides varied guided and independent practice		Uses creative/ innovative methods to enhance guided and independent practice

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G. MONITORING AND ADJUSTING INSTRUCTION
Unsatis- Some Meets Exceeds Exemplary
factory Deficiencies District Expectations
Noted Expectations

Little or no monitoring during lesson / No adjustment of instruction when needed

Monitors student understanding and adjusts lesson and activities accordingly

Exceeds Expectations

Demonstrates a high degree of skill in adjusting instruction by creatively using varied modalities and techniques

Comments:

J. EXPLANATIONS
Unsatis- Some Meets Exceeds Exemplary
factory Deficiencies District Expectations
Noted Expectations

Gives rambling, vague or unclear explanations

Gives clear and concise explanations

Exceeds Expectations

Thorough explanations and examples result in high levels of student understanding

Comments:

H. FEEDBACK
Unsatis- Some Meets Exceeds Exemplary
factory Deficiencies District Expectations
Noted Expectations

Little or no feedback is given

Provides feedback that is positive, equitable, specific and timely

Exceeds Expectations

Extra effort is made to provide varied and meaningful feedback

Comments:

I. MODELING AND DEMONSTRATING Not observed
Unsatis- Some Meets Exceeds Exemplary
factory Deficiencies District Expectations
Noted Expectations

Inadequate or poor modeling/ demonstrating

Demonstrates/ models learning

Exceeds Expectations

Uses unique methods of modeling and demonstration to enhance learning

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IV. EVALUATION

A. DATA COLLECTION

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relies on limited types assessments. Information not useful or clear		Uses traditional assessments to Assess basic skills		Uses a wide variety of instruments to collect & communicate clear, informative data to students and parents

Comments:

B. VALEDITY OF ASSESSMENTS

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses assessments that do not match objectives and may be confusing		Basic objectives are measured accurately		Designs assessments that accurately measure critical objectives and higher level skills

Comments:

C. ANALYSIS AND USE OF DATA

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not use or inconsistently uses evaluation assessments to adjust presentation assignments or special needs		Uses evaluation data to monitor and adjust presentations, assignments and special needs		Maximizes use of evaluation data to adjust instruction to meet group and individual needs

Comments:

V. INTERPERSONAL RELATIONSHIPS

A. WRITTEN AND ORAL COMMUNICATIONS

D. STAFF RELATIONSHIPS

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking and writing skills are weak; uses poor grammar		Communicates in an effective, professional manner		Highly skilled in in both oral and written communication	Non-contributor/negative influence		Maintains professional relations with other staff members		Contributes to overall staff morale; positive force within the school community
Comments:					Comments:				

B. COOPERATION

Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often uncooperative negative. Sometimes a "roadblock" to others		Consistently works cooperatively		Consistently offers aid and always available to help others
Comments:				

E. PARENT TEACHER RELATIONSHIPS

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not communicate effectively with parents		Initiates written and/or oral communication with parents regarding student progress and/or behavior		Establishes and maintains regular, systematic communication with parents
Comments:				

C. PUPIL/TEACHER RELATIONSHIPS

Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not treat students in a fair, firm and respectful manner		Establishes a positive rapport and maintains appropriate, professional relationships with students		Establishes rapport which results in a high level of mutual respect and concern
Comments:				

F. CONFIDENTIALITY

Unsatis- factory	Some Deficiencies Noted	Meets District Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not use discretion in dealing with school related matters		Respects the confidential nature of matters relating to pupils, parents, and school personnel; uses discretion in remarks about students, teachers, and school matters
Comments:		

VI. PROFESSIONAL GROWTH AND RESPONSIBILITIES

A. KNOWLEDGE OF SUBJECT MATTER

D. Initiative

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Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary	Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of subject matter is lacking		Knowledgeable in subject matter		Has strong mastery of subject; continually seeks to stay current in subject area	Needs frequent direction or prodding		Resourceful: completes suggested supplementary work		Seeks and sets additional tasks; shows ingenuity
Comments:					Comments:				

B. PROFESSIONAL GROWTH					E. RESPONSIBILITY				
Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary	Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seldom participates in professional growth activities or does so reluctantly		Participates in inservice activities designed to stimulate professional growth; takes university course work to update/enhance knowledge		Actively seeks ways in which to expand knowledge/expertise provides school/ district leadership	Does not complete requirements/ duties in an appropriate/ timely manner		Completes duties and assignments in an appropriate and timely manner		Takes initiative and assumes responsibility beyond regular duty
Comments:					Comments:				

C. Response to Constructive Criticism					F. ADHERENCE TO POLICY				
Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary	Unsatis- factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disregards suggestion for improvement and makes no attempt to change		Responds well to suggestions for improvement		Accepts suggestion for improvement and takes the initiative and steps to incorporate change	Does not willingly / regularly cooperate in supporting school / district regulations and / or policies		Understands and adheres to contract obligations, school board policies, administrative policies & school policies, including policies and guidelines for accommodating special needs students		Assumes active leadership role in the development, support & execution of school / district regulations and / or policies
Comments:					Comments:				

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G. SAFETY

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs work in a manner that endangers health / safety of self and others		Follows established health / safety procedures

Comments:

H. PUNCTUALITY

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often late to school, class meetings and / or duties. Seldom meets schedules or deadlines		On time to school, class, meetings and / or duties; meets schedules or deadlines

Comments:

I. APPEARANCE

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neglectful of appearance		Presents a professional appearance

Comments:

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VII. PROFESSIONAL DEVELOPMENT PLAN

A. GOAL SETTING

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
<input type="checkbox"/> Does not develop appropriate growth goals, activities, and / or methods for evaluation of goal attainment	<input type="checkbox"/>	<input type="checkbox"/> Develops appropriate realistic growth goals, activities/ projects that lead to their attainment and methods for evaluation of goal attainment	<input type="checkbox"/>	<input type="checkbox"/> Is proficient in self-assessment, development of appropriate realistic growth goals, and designation of varied methods for evaluation of goal attainment

Comments:

B. REVIEW OF GOALS (Narrative and indication of attainment level for each):

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OVERALL RATING:

(Any unsatisfactory on this page requires a plan of assistance)

		Unsatis- Factory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
I.	Learning Enviroment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.	Planning and Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III.	Lesson Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.	Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V.	Interpersonal Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI.	Professional Growth and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII.	Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

Overall Performance Satisfactory Unsatisfactory

Evaluators Signature

Date

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I understand that: I will receive one copy of this report; one copy will be filed in the site administrator's office; and one copy will be filed in the District Office. Signing this report does not imply agreement, but it indicates that the information has been discussed.

Teacher's Signature

Date

EMPLOYEE COMMENTS (optional):

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Storey County School District
Title: Job Description Classroom Teacher

JOB DESCRIPTION CLASSROOM TEACHER

Evaluated by: Site Administrator

Necessary Requirements: Appropriate license from the State of Nevada

Basic Function:

Under the direction of the Site Administrator; plans, organizes, presents and evaluates a program of meaningful instruction to pupils in area assigned and carries out assigned related duties necessary to the successful operation of the school.

Typical Responsibilities:

1. Meets and instructs those classes and pupils assigned in the location and at the time designated.
2. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
3. Prepares for classes assigned and shows written evidence of preparation if requested a reasonable time in advance by immediate supervisor.
4. Assists pupils to set and maintain standards and follow acceptable rules of behavior.
5. Applies a wide variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided, applicable to individuals or groups of pupils of varying capabilities identified by valid analysis.
6. Implement by instruction and action, the District's "Philosophy of Education" and the District, school, and class goals and objectives.
7. Takes necessary and reasonable precautions to protect pupils, equipment, materials and school plant.
8. Utilizes, for the most part, on campus preparation for lesson planning, evaluation of pupils, conferencing, or department or grade level study and planning.
9. Completes and is rated in a satisfactory manner with the district's Teacher Evaluation Plan.

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TEACHERS

GENERAL DUTIES AND RESPONSIBILITIES

- A. The Board of Trustees of the Storey County School District recognizes the fact that school employees have the right, as do other citizens, to seek public office if they so desire. All citizens should assume civic and social responsibilities as active members of their communities and share in common with others their political rights and responsibilities. These rights of participation, of course, should be governed by the individual in such a manner that their exercise would not interfere or hamper in any manner the performance of their basic duties in carrying out the job to which they are assigned by the school district.

To avoid any conflict of interests or to avoid any misunderstanding between employee and the board, the employee should inform the Board of any plans along this line.

- B. Every school authority, teacher, nurse, and others having notice of child abuse, must report to the Sheriff's Office and District Office when there is reason to believe that a child under the age of 18 years has had serious injury inflicted upon him as a result of neglect or abuse. (Refer to Policy #JHG – Child Abuse)

The report to the law enforcement agency required under provision of this act may be made verbally, by telephone or otherwise, and shall be reduce to writing by the maker thereof as soon as possible thereafter.

The Act contains a final provision making it a misdemeanor to fail to file such a report and otherwise comply with the terms thereof. The law further provides that a person making such a report in good faith shall be immune from civil or criminal liability.

- C. All teachers and the Superintendent of this school system are instructed to use the provision of NRS 392.030, SUSPENSION OR EXPULSION OF PUPILS, in carrying out the Board's position that the possession or use of alcoholic beverages or illegal drugs during school hours or at school functions and activities will be met with the strictest disciplinary action.
- D. It is the policy of the Board of Trustees that teachers shall not engage in outside activities that interfere with their duties under their contract as instructors.
- E. The teacher is expected to deal kindly and justly with every child as an individual without prejudice or partiality.
- F. The teacher is expected to respect the basic responsibility of parents for their children and is expected to be discreet with the information received from the parents.

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- G. The teacher is expected to maintain an attitude and personal appearance which strengthens the respect of pupils, parents, and the school system.
 - H. During school hours they are expected to devote their time exclusively to school duties. Reports and plans shall not be prepared during the hours when teachers are in charge of pupils.
 - I. Responsibility is assumed for the proper care of all books, apparatus, bulletins, supplies, and furniture owned by the School District.
 - J. Duty assignments for all teachers are not to be slighted at any time. If a teacher is unable to be present, it is his/her duty to have another teacher in his/her place. In the event of an accident and the one assigned to duty is absent, a charge of negligence could be filed against the teacher.
 - K. Illness or accident: In case of accident, required first aid may be provided. The site administrator and the parents should be contacted immediately. A doctor should be called upon advice of the parents, or immediately if delay could be dangerous. Do not attempt to move an injured child until you are sure of the type and extent of the injury.
 - L. School picnics, parties and resource trips: All plans for these events should be arranged well in advance of the planned event and approved by the site administrator

II. EMPLOYMENT AND WORKING CONDITIONS

- A. Unless listed specifically in this section the conditions in the master contract between the Storey County School District and the Storey County Education Association apply to all certificated employees under contract to the district for the school year.
- B. Employees of the Storey County School District are covered by compensation insurance with the Nevada Industrial Commission. This coverage is provided by the Storey County School District at no cost to the employee. In case of injury during service of any employee of the school district, he shall report at once to the Superintendent or designee.
- C. Employment and Dismissal Procedure: On or before April 1, of each year, the Board of Trustees shall notify certificated employees in writing, by certified mail or by delivery of a certificated employee's contract, to the certificated employees in their employ, concerning their reemployment for the ensuing year. If the Board, or a person designated by it, fails to notify a certificated employee who has been employed by a school district of his status for the ensuing year, the employee shall be deemed to be reemployed for the ensuing year.
- D. Any certificated employee who is reemployed pursuant to the above section shall by April 10 notify the Board of Trustees in writing of his acceptance of employment. Failure on the part of the employee to notify the Board of acceptance within the specified time shall be conclusive evidence of the employee's rejection of the contract.

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PLAN OF ASSISTANCE PROCESS

The plan of assistance is a formal process of more intense supervision to focus on needed and/or desired improvements because of marginal or unsatisfactory performance, or the desire to improve a satisfactory performance. The process may be initiated by the building site administrator and/or teacher.

The teacher will be notified in writing that he/she is now in the Plan of Assistance phase of evaluation and a conference to formulate the plan will take place as soon as possible.

The evaluator will develop a plan to include the following:

1. Objective analysis of observable deficiencies and desired improvement.
2. Development of a program designed to overcome these deficiencies and to obtain desired improvement (written in measurable and/or observable objectives).
3. Create an agreed upon and reasonable timeline to monitor progress.

The plan will be reported on the Plan of Assistance Form. The form will be signed by the teacher and the evaluator.

Each Plan of Assistance program will include a specific date for a review conference. At this time, the employee will be informed of one of the following decisions:

- v Upon satisfactory improvements, return to the regular evaluation program. This satisfactory resolution to the Plan of Assistance will be noted on the permanent Teacher Evaluation Form overall rating page.
- v Set revised or new goals leading to further improvement with a new review date.
- v Assigned to Change of Evaluation Status as hereafter defined in NRS 391.112.

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TEACHER PLAN OF ASSISTANCE
Standard Achievement

Name

Date

I. It has been determined that the employee's performance of district standards needs special attention and assistance. The following presents our assessment of these needs and a plan to overcome them.

A. Observed conditions needing improvement:

B. The skills and knowledge needed to improve observed conditions:

II. The professional growth process designed to bring about this improvement includes:

III. The above will be accomplished or noticeable improvement achieved on or before _____, by which time we will have a review conference. We may at this time agree that improvement is satisfactory, or set revised or new performance goals leading to further improvement.

IV. Failure to show improvement may result in a change of status.

Evaluator signature

Employee's Signature

(Signature indicates only that this notice has been read and discussed.)