

Haysville Educator Assessment Tool – NICE Format

The purpose of the USD 261 evaluation process is to provide for continual improvement of instruction and student learning. All reasonable supports will be exhausted before a licensed employee is determined to be ineffective and released. The educator evaluation process will be consistent with procedures outlined in Kansas State Law.

Twenty-five measurement areas have been grouped into four indicators. Each measurement area will receive one of the following ratings:

- 4 = Highly Effective – Evidence indicates consistent, highly effective teaching skills
 - 3 = Effective – Evidence indicates competence in the teaching profession
 - 2 = Developing – Evidence indicates foundational knowledge and/or inconsistent application
 - 1 = Ineffective – Evidence does not support a basic standard of performance
- “Effective” and “Developing” ratings may have written statements or documentation
“Highly Effective” and “Ineffective” ratings must have written statements or documentation

Ratings in the areas for measurement will be averaged together to determine the ratings in the four indicators. The four indicators are: 1) professional practice, 2) professional responsibility, 3) student development, and 4) professional knowledge. The four indicator ratings will be averaged together to determine the summative Instructional Practice rating.

The evaluated will share evidence of student growth/impact measures with the evaluator. Student growth/impact measures will come from multiple sources (ie: State Assessments, Approved Vendor Assessments, and artifacts) and be both quantitative and qualitative in nature. The student growth/impact measures will be averaged together to determine the Student Growth Measures summary rating.

The Professional Practice summary rating and the Student Growth/Impact Measures summary rating will be averaged together to determine the Evaluation Summary Rating.

Printed name of evaluated educator _____ Evaluator _____

Approved May, 2018 for implementation in the 2018-2019 school year

Indicator #1: Professional Practice

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
1A Demonstrates effective methods and techniques that meet students' needs	The licensed employee demonstrated consistent, highly effective methods and techniques that met students' needs	The licensed employee used methods and techniques that met students' needs.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of methods and techniques to meet students' needs.	The licensed employee did not demonstrate methods or techniques to meet students' needs at the basic level.	
1B Uses varied strategies to measure student progress	The licensed employee consistently and effectively used varied strategies to measure student progress.	The licensed employee used assessments to measure student progress.	The licensed employee demonstrated foundational and/or inconsistent application of varied strategies to measure student progress.	The licensed employee did not demonstrate use of varied strategies to measure student progress at the basic level.	
1C Effectively communicates via multiple approaches to support students	The licensed employee consistently and effectively provided multiple approaches for supporting students.	The licensed employee provided multiple approaches for supporting students.	The licensed employee demonstrated foundational knowledge and/or inconsistent approaches for supporting students.	The licensed employee did not demonstrate multiple approaches for supporting students at the basic level.	
1D Provides multiple methods for student engagement	The licensed employee consistently and effectively provided multiple methods for student engagement.	The licensed employee provided multiple methods for student engagement.	The licensed employee demonstrated foundational knowledge and/or inconsistent methods for student engagement.	The licensed employee did not demonstrate multiple methods for student engagement with learning at the basic level.	

Indicator #1: Professional Practice continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
1E Demonstrates adaptability and responsiveness in meeting student needs	The licensed employee consistently and effectively demonstrated adaptability and responsiveness in meeting student needs.	The licensed employee demonstrated adaptability and responsiveness in meeting student needs	The licensed employee demonstrated foundational knowledge and/or inconsistent application of a variety of technology to effectively facilitate learning.	The licensed employee did not demonstrate adaptability and responsiveness in meeting student needs at the basic level.	
1F Uses a variety of technologies to effectively support student development	The licensed employee consistently and effectively used a variety of technologies to effectively support student development.	The licensed employee used a variety of technologies to effectively support student development.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of a variety of technologies to effectively support student development.	The licensed employee did not demonstrate a variety of technologies to support student development.	
1G Provides evidence of planning that supports district and state expectations	The licensed employee consistently and effectively provided plans that supported district and state expectations.	The licensed employee provided plans that supported district and state expectations.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of planning that supported district and state expectations.	The licensed employee did not demonstrate planning at the basic level.	

Narration for Indicator #1 – Professional Practice:

Indicator #2: Professional Responsibility

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
2A Engages in reflection for professional growth	The licensed employee consistently and effectively reflected for professional growth.	The licensed employee reflected for professional growth.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of reflection for professional growth.	The licensed employee did not demonstrate reflection for professional growth at the basic level.	
2B Participates in a variety of targeted professional growth activities	The licensed employee consistently and effectively participated in a variety of targeted professional growth activities.	The licensed employee participated in a variety of targeted professional growth activities.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of targeted professional growth activities.	The licensed employee did not demonstrate participation in targeted professional growth activities at the basic level.	
2C Exercises collaborative and leadership roles	The licensed employee consistently and effectively exercised collaborative and leadership roles.	The licensed employee exercised collaborative and leadership roles.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of collaborative and leadership roles.	The licensed employee did not demonstrate collaborative or leadership roles at the basic level.	
2D Maintains accurate records while maintaining confidentiality	The licensed employee consistently and effectively maintained accurate records while maintaining confidentiality.	The licensed employee maintained accurate records while maintaining confidentiality.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of accurate records while maintaining confidentiality.	The licensed employee did not demonstrate accurate recordkeeping while maintaining confidentiality at the basic level.	

Indicator #2: Professional Responsibility continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
2E Communicates effectively (written and oral) as related to job duties.	The licensed employee consistently and effectively communicated (written and oral) as related to job duties.	The licensed employee communicated (written and oral) as related to job duties.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of communication (written and oral) as related to job duties.	The licensed employee did not demonstrate effective communication (written and oral) at the basic level.	
2F Works cooperatively with classified and certified personnel to provide for student needs	The licensed employee consistently and effectively worked cooperatively with classified and certified personnel to provide for student needs.	The licensed employee worked cooperatively with classified and certified personnel to provide for student needs.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of working cooperatively with classified and certified personnel to provide for student needs.	The licensed employee did not demonstrate working cooperatively with classified and certified personnel to provide for student needs at the basic level.	
2G Models professional decorum (judgment) in appearance, hygiene and action	The licensed employee consistently and effectively modeled professional decorum in appearance, hygiene and action.	The licensed employee used professional judgment in appearance, hygiene and action.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of judgment in appearance, hygiene and action.	The licensed employee did not demonstrate professional judgment in appearance, hygiene and action at the basic level.	

Narration for Indicator #2 – Professional Responsibility:

Indicator #3: Student Development

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
3A Student support based on individual differences.	The licensed employee consistently and effectively supports students based on individual differences.	The licensed employee consistently supports students based on individual differences.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of supporting students based on individual differences.	The licensed employee did not support students based on individual differences at the basic level.	
3B The environment is purposefully arranged to support student development	The licensed employee consistently and effectively arranged the environment to support student development.	The licensed employee consistently arranged the environment to support student development.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of a purposeful environmental arrangement to support student development.	The licensed employee did not demonstrate a purposeful environmental arrangement to support student development at the basic level.	
3C Builds and promotes a positive social environment	The licensed employee consistently and effectively built and promoted a positive social environment.	The licensed employee consistently built and promoted a positive social environment.	The licensed employee inconsistently built and promoted a positive social environment.	The licensed employee did not build and promote a positive social environment.	

Indicator #3: Student Development continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
3D Supports established student behavior guidelines to maintain a structured and supportive environment	The licensed employee consistently and effectively supported established student behavior guidelines to maintain a structured and supportive environment.	The licensed employee consistently supported established student behavior guidelines to maintain a structured and supportive environment.	The licensed employee demonstrated foundational knowledge and/or inconsistent support of established student behavior guidelines to maintain a structured and supportive environment.	The licensed employee did not demonstrate successful support of established student behavior guidelines to maintain a structured and supportive environment at the basic level.	
3E Recognizes and rewards student achievement	The licensed employee consistently and effectively recognized and rewarded student achievement.	The licensed employee consistently recognized and rewarded student achievement.	The licensed employee demonstrated foundational knowledge and/or inconsistent application of recognition and rewards for student achievement.	The licensed employee did not demonstrate recognition or rewards for student achievement at the basic level.	
3F Supports all students in purposeful learning activities	The licensed employee consistently and effectively supported all students in purposeful learning activities.	The licensed employee consistently supported students in purposeful learning activities.	The licensed employee demonstrated foundational knowledge and/or inconsistent support of student engagement in purposeful learning activities.	The licensed employee did not demonstrate support of students in purposeful learning activities at the basic level.	

Narration for Indicator #3 – Student Development:

Indicator #4: Professional Knowledge

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
4A Demonstrates a thorough knowledge of content material and accepted methodology	The licensed employee consistently and effectively demonstrated a thorough knowledge of content material and accepted methodology.	The licensed employee demonstrated competent knowledge of content material and accepted methodology.	The licensed employee demonstrated basic knowledge and/or inconsistent application of content knowledge and accepted methodology.	The licensed employee did not demonstrate a thorough knowledge of content material and accepted methodology at the basic level.	
4B Provides a variety of innovative applications of knowledge	The licensed employee consistently and effectively provided a variety of innovative applications of knowledge.	The licensed employee provided a variety of innovative applications of knowledge.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of innovative applications of knowledge.	The licensed employee did not demonstrate a variety of innovative applications of knowledge at the basic level.	
4C Applies a deep understanding of students	The licensed employee consistently and effectively displayed a deep understanding of students.	The licensed employee displayed an understanding of students.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a deep understanding of students.	The licensed employee did not demonstrate a deep understanding of students.	
4D Utilizes a variety of resources to appropriately meet student needs	The licensed employee consistently and effectively utilized a variety of resources to appropriately meet student needs.	The licensed employee used resources to appropriately meet student needs.	The licensed employee demonstrated basic knowledge and/or inconsistent application of a variety of resources to appropriately meet student needs.	The licensed employee did not demonstrate use of a variety of resources to appropriately meet student needs.	

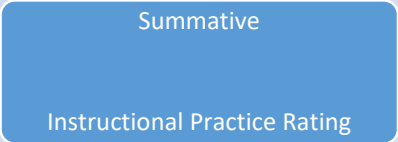
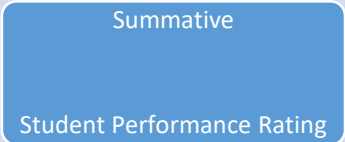
Indicator #4: Professional Knowledge continued

Measurement Areas	4 = Highly Effective	3 = Effective	2 = Developing	1 = Ineffective	Rating
4E Designs/Applies effective methods for supporting student outcomes	The licensed employee consistently and effectively designed/applied methods for supporting student outcomes.	The licensed employee designed/applied effective methods for supporting student outcomes.	The licensed employee inconsistently designed/applied effective methods for supporting student outcomes.	The licensed employee did not design/apply effective methods for supporting student outcomes.	
4F Actively seeks and shares continuous improvement through professional growth activities	The licensed employee consistently and effectively sought and shared continuous improvement through professional growth activities.	The licensed employee sought and shared continuous improvement through professional growth activities.	The licensed employee demonstrated basic knowledge and/or inconsistent application of improvement through professional growth activities.	The licensed employee did not demonstrate continuous improvement through professional growth.	

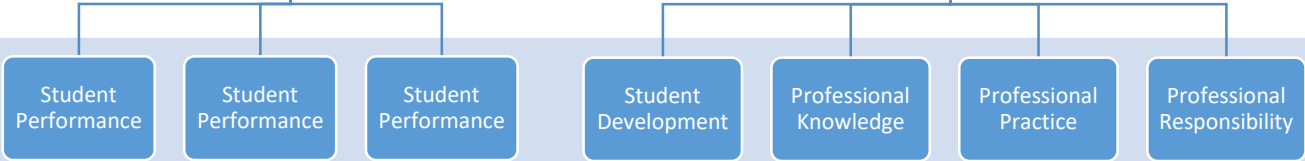
Narration for Indicator #4 – Professional Knowledge:

Cumulative Summative Rating

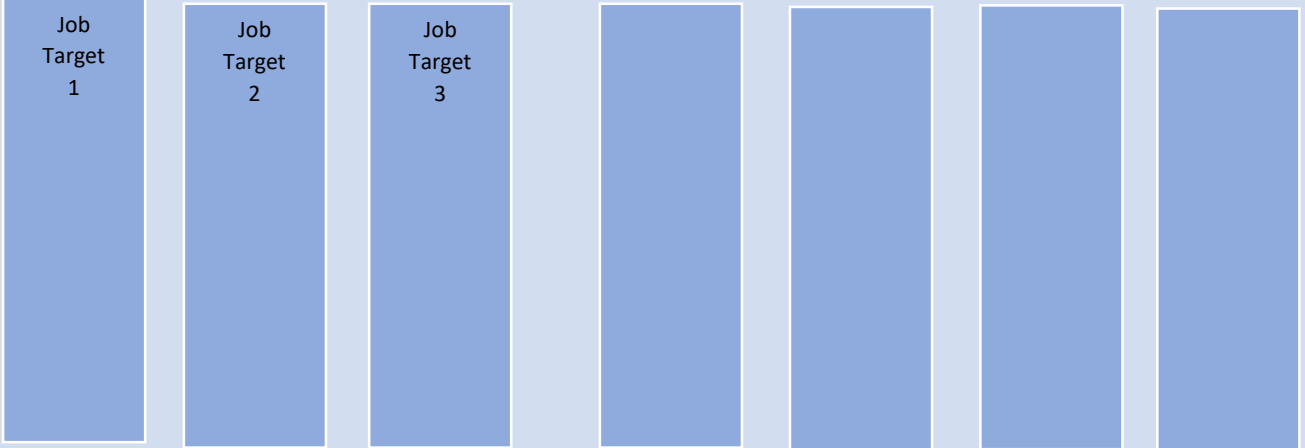
2 Summary Ratings



Areas of Measure



Examples of Areas of Measurement and Evidence



Closing comments / supporting evidence:

Indicators listed on this evaluation are not intended to be all-inclusive. Additional topics related to professional evaluation may be discussed.

(Date)

(Educator's Signature) *

(Date)

(Administrator's Signature)

Plan of Assistance is: _____ needed _____ not needed

***The signature on this evaluation does not represent either acceptance or approval of the evaluation. It indicates only that the educator has viewed this educator performance report in conference with the evaluator. The educator has the right to reply to any comments made on the evaluation. If the educator chooses to write a response it must be returned to the evaluator within 10 schools days after receiving the evaluation. The educator response will be attached to this instrument and forwarded to the District Office and placed in the educator personnel file.**

Haysville Professional Growth SMART Goals

Licensed Employee:

Evaluator:

Position:

Date:

Indicators of Professional Growth

1. Professional Practice
2. Professional Responsibility
3. Student Development
4. Professional Knowledge

SMART Goal		
Identify Indicator and Subcategory:		
Narrate Personal Goal: Specific Measureable Achievable Relevant Timely	What specific outcome will be achieved?	What would success for this goal look like?
	What evidence will you use to monitor your progress?	Create a timeline for completion.
Resources Needed:		
How will your growth in this area contribute to increased student achievement?		

Licensed Employee:

Evaluator:

Position:

Date:

Indicators of Professional Growth

1. Professional Practice
2. Professional Responsibility
3. Student Development
4. Professional Knowledge

Progress Monitoring Reflection	
Restate your Personal Goal	
What steps have you taken to move toward your goal?	
What resources do you need to continue to move toward your goal?	
What brings you the most pride when you look back at the academic year thus far?	

Licensed Employee:

Evaluator:

Position:

Date:

Indicators of Professional Growth

1. Professional Practice
2. Professional Responsibility
3. Student Development
4. Professional Knowledge

End-of-Year Review	
Summarize your progress toward your goal.	
How did your growth in your goal area affect student achievement?	
If your goal was met, what contributed to your success?	
If your goal was not met, what were the barriers?	
What brings you the most pride when you look back at the academic year?	
What is a possible area of growth for the upcoming school year?	