

BOARD COMMITTEE OF THE WHOLE MEETING

2 FEBRUARY 8, 2010

NAME:

REPRESENTING:

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F. D. ...

Millard West

B.

Bailey Pendleton

Millard West

BOARD COMMITTEE OF THE WHOLE MEETING

FEBRUARY 8, 2010

NAME:

REPRESENTING:

TAYLOR KUSTER
Ryan Fabian

M.W
Millard West

***COMMITTEE OF THE WHOLE
MEETING***

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MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, February 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Administrative and Teacher Evaluation Process
2. Gallup Survey Results
3. Ombudsman Program

Public Comments - This is the proper time for public questions and comments on ano

The members of the Board of Education met as a committee of the Whole on Monday, February 8, 2010.

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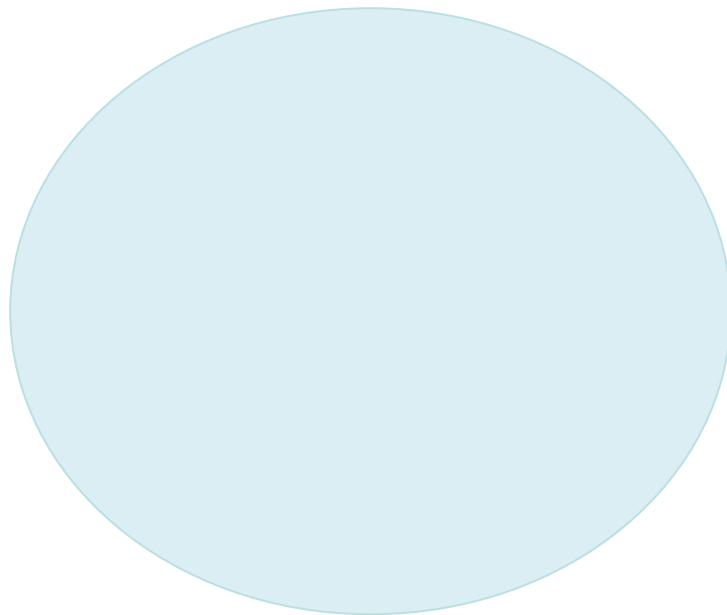
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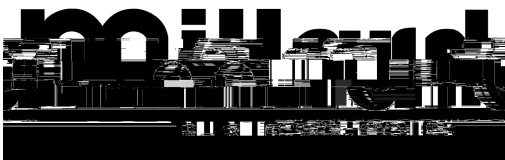
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Millard Public Schools Staff Evaluation Handbook



How will
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Revised: July 2001, April 2003, July 2004, June 2008, 2009

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Acknowledgements

Teacher Evaluation and Professional Growth Cycle
Dr. Penny Kowal, Original Team Leader (1993-1995)

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

Ms. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Christi Buell, Ms. Sharon Comisar-Langdon, Ms. Molly Erickson, Ms. Nancy Johnston, Ms. Linda Kozel, Dr. Carol Newton, Ms. Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Ms. Nancy Thorad, Ms. Barb Waller, Ms. Marge Welch, and Ms. Jerri Wesley.

During the first implementation year of the revised Millard Instructional Model (MIM) in 2006-2007, a teacher evaluation committee met the following objective: The committee will evaluate the MPS Teacher Evaluation System by assessing the effectiveness and recommend changes as (or if) needed.

Members of the committee in 2006-2007 were Ms. Deb Ady, Ms. Lori Bartels, Dr. Carol Beaty, Mr. Nolan Beyer, Dr. Martha Bruckner, Ms. Melissa Byington, Ms. Sharon Comisar-Langdon, Ms. Ann Gapinski, Ms. Micky Gehringer, Ms. Marti Harris, Ms. Lori Jaska, Nancy Johnston, Dr. Vicki Kaspar, Dr. Deb Kolc, Ms. Dawn Marten, Mr. Jim Mercer, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Matt Rega, Ms. Dianna Ringleb, Dr. Kim Saum-Mills, Dr. Jim Sutfin, Ms. Jerri Wesley, and Ms. Jessica Wilkinson.

History of the Teacher Evaluation Program

The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops, procedures and protocols in which teachers must jump through.

Teacher Job Description

Title: Teacher (includes classroom and special assignments)

Reports: Building Principal

General Summary: Teachers teach students by reflecting on the following questions when planning effective instruction and meaningful assessment, managing the instructional environment, and performing other professional responsibilities: 1) What will students know and be able to do?; 2) How will students learn it?; 3) How do teachers know students learn it?; 4) What happens if students do not learn it or already know it?

- I. Teachers plan with individual learning results in mind.
- II. Teachers plan well-designed and executed units/lessons for maximum student participation using the Millard Instructional Model.
- III. Teachers provide students with many opportunities to learn the prescribed and Board adopted curriculum of the Millard Education Program.
- IV. Teachers provide students many opportunities to develop the capacity to understand and apply knowledge in meaningful ways.
- V. Teachers continually monitor student progress by using achievement and other student data, and adjust their teaching to optimize individual learning.
- VI. Teachers provide proactive intervention to students who are not meeting individual learning goals.
- VII. Teachers grade for learning so that student grades reflect evidence of learning.
- VIII. Teachers establish positive, productive relationships with students.

Qualifications:

1. Education Level

The staff evaluation described in this handbook was developed and reaffirmed by the Staff Evaluation Development and Update Teams to support the mission of the Millard Public Schools:

The mission of the Millard Public Schools is to guarantee that each student develops the character and masters the knowledge and skills necessary for personal excellence and responsible citizenship by providing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Purposes of Staff Evaluation within Millard Public Schools

Accountability:

- to ensure all students learn the academic and skills necessary for responsible living
- to ensure that Practices That Promote Successful Student Learning continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and district strategic plan with instructional improvement through staff development

Teacher Performance Criteria

Teachers will be evaluated with respect to the Mill Instructional Model: Practices That Promote Successful Student Learning. The defining attributes for evaluating instruction with respect to each of these areas are presented in this handbook. The practices and defining attributes are supported through professional consensus and the research on practices that promote successful student learning.

It is essential that teachers review these practices and develop a clear understanding of the criteria which serves as the basis of the teacher evaluation system. The practices and defining attributes used to evaluate instruction in Millard Public Schools includes a broad range of behaviors. They are used to guide teacher growth and development beyond competency to higher levels of proficiency.

Select Staff Performance Criteria

Select staff (i.e. counselors, social workers, psychologists, special education itinerant staff information/technology specialists, and school nurses) will be evaluated with respect to the identified practices for the specified position. The defining attributes for evaluating these positions with respect to each best practice are presented in this handbook.

It is essential that staff members review their practices to develop a clear understanding of the criteria, which serve as the basis of the evaluation system. These practices are used to guide growth and development beyond competency to higher levels of proficiency.

Teacher Evaluation

Teacher Evaluation Phases

Appraisal Phase

All probationary teachers who have been employed in Millard three years or fewer will be in the Appraisal

Continuous Growth Phase

All permanent certificated staff, 4 or more years in MPS, will be evaluated annually. Formal classroom observations are optional. Some permanent certificated staff will participate in the Appraisal Phase in district transfers, new teaching assignments within the school or those not meeting district standards/MIM, or be assigned at administrative discretion.

1. By the end of September, the evaluators will review evaluation procedures with teachers. (Policy 4160.1)
2. By the end of September, a Fall Conference will take place with the teacher and evaluator to establish and discuss the teacher's continuous growth goal plan of action. This goal should focus on student achievement. The teacher will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference.
3. Between December and February, the evaluator will develop a plan for the teacher to meet the goal. (Policy 4160.1)

Appraisal Phase Pre-observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

There may be more than one learning objective in a lesson. When completing the questions below, consider your main learning objective. Complete form and submit to your evaluator prior to the observation.

1. What will students know and be able to do by the end of this lesson?
(Skill/Concept)

2. Which level of Bloom's Taxonomy will be used in your lesson?
(Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

3. How will students learn it?
(Input/Strategies/Learning Activities - Attach your lesson plan or describe the anticipatory set, steps in lesson, closure, and assignment.)

4. How will you know students learned it?
(Output/Assessment)

5. How does your learning objective relate to ~~the~~ objective in the MEP Curriculum?

Use your answers in questions 1-4 to complete the following main learning objective for this lesson.

The learner will demonstrate

_____ of _____
Bloom's Level of Thinking Skill/Concept

by _____
Bloom's Power Word Output that Demos/Validates The Learning

6. How will you differentiate instruction for students who do not learn the concept/skill or who already know the concept/skill?

7. Are there any unusual circumstances, special con

Appraisal Phase
Post-observation Reflection Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson and main

5. Who were the students who did not meet the learning objective?

6. What will you do to help these students learn the learning objective?

7. Who were the students who already knew the process skills?

8. How did you differentiate the skills?

Appraisal Phase Appraisal Report

Teacher's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Teacher's self-reflection of overall performance with respect to the MIM: Practices That Promote Successful Student Learning (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

What are your teaching strengths?

Where have you seen growth this year?

What are your areas of focus for next year?

Evaluator Comments

2. New Staff Induction Program

_____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.

_____ Year 1 - Mentoring

_____ Year 2 - Peer Coaching

_____ Year 3 - Productive Approaches for Teaching and Learning

Discuss your experience in the New Staff Induction Program and the additional support you need.

Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance and steps for improvement

Continuous Growth Phase Continuous Growth Report

Teacher's Name _____

Evaluator's Name _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to writing the Fall Conference. The evaluator will complete numbers 4-12 throughout the year.

1. Continuous Growth Goal

The S.M.A.R.T. goal should be focused on student achievement. Teachers are encouraged to revise or add to the goal throughout the year as needed.

4. Fall Conference Date _____

5. Continuous Growth Goal Agreement Date _____

6. Continuous Growth Goal Revision/Addition Date _____

7. Continuous Growth Goal Progress Check Date _____

8. Instructional Walk-through Observation Dates

9. Spring Conference and Review of Continuous Growth Reflection Form Date _____

Evidence of progress can be shared in a variety of ways. Circle the examples that were discussed. Examples include, but are not limited to:

- Narrative of successful reteaching activities
- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s)
- Evidence of collaborative lesson study
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

10. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

11. Deficiencies noted in overall work performance with steps for improvement

12. Next Year's Phase

___ Continuous Growth Phase (continued) ___ Appraisal Phase ___ Intensive Assistance
 Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

 Evaluator's Signature

 Position

 Date

 Teacher's Signature

 Date

___ I concur with the analysis and recommendations.
 ___ I do not concur and I have a right to respond in writing.

Continuous Growth Phase
Continuous Growth Reflection Form

4. How did your work toward your goal affect student achievement?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Millard Instructional Model

Instructional Model

for

Millard Public Schools

(Revised 2006; 2007)

5606 South 14th Street
Omaha, Nebraska
68137

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing Services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth through the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- o What does an effective teacher do to increase student achievement?
- o What are important decisions teachers must make to effectively instruct?
- o Why is successful classroom management vital to improved student achievement?
- o Can a district model of instruction increase student achievement?
- o Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

- 1) What will students know and be able to do?
- 2) How will students learn it?
- 3) How do we know if students learned it?
- 4) What happens if students don't learn it or already know it?

References for Millard Instructional Model Used Pri

References for Millard Instructional Model Used in 2005-2006

- Buehl, Doug. Classroom Strategies for Interactive Learning International Reading Association, 2001.
- Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching Association for Supervision and Curriculum Development, 1996.
- Danielson, Charlotte and McGreal, Thomas L. Teaching Evaluation to Enhance Professional Practice Association for Supervision and Curriculum Development, 2000.
- Dufour, Richard et al. Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn National Educational Service, 2004.
- Hunter, Robin. Updated Edition of Madeline Hunter's

Millard Instructional Model (MIM)

The Mission of MIM is to ensure that each student u

MILLARD INSTRUCTIONAL MODEL:
PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

Domain 1: Planning

What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?

- I. Students succeed because teachers plan with individual learning results in mind.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING
QUICK REFERENCE

Domain 1: Planning

What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?

- I. Students succeed because teachers plan with individual learning results in mind.
 - A. The teacher utilizes the Millard Educational Program planning essential learning outcomes and instructional objectives in each area of study.
 - B. Individualized assessment data are used to determine learning objectives for each student.
 - C. Students are appropriately involved in teacher planning decisions.
 - D. The teacher utilizes effective principles of learning.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

- A. Effective assessment practices allow students to demonstrate learning and teachers to diagnose difficulties.
- B. Pre-assessment data is used to set goals and objectives.
- C. Assessment data is used during instruction to monitor understanding and adjust instruction.
- D. Technology resources support assessment of student learning.

Domain 5: Professional Responsibilities

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

In-depth Explanation

Domain 1: Planning

What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?

- I. Students succeed because teachers plan with individual learning results in mind.
 - A. The teacher utilizes the Millard Educational Program planning essential learning outcomes and instructional objectives in each area of study.
 1. Written plans address required MEP curricular outcomes, state and national standards.
 2. Daily and weekly lessons are designed backwards to the unit objectives.
 - B. Individualized assessment data are used to determine learning objectives for each student.
 1. Standardized and essential learner outcome results guide planning.
 2. Transition data from prior grades is included in planning.
 3. Unit/lesson formative and summative assessments predict next steps.
 - C. Students are appropriately involved in teacher planning decisions.
 1. Student needs and interests are utilized in planning work that is challenging and differentiated.
 2. Students participate in developmentally appropriate setting.
 3. Students understand learning objectives, expectations, assessments and the relevance of the content study.
 4. Students are motivated to be actively engaged as a result of involvement in planning.
 - D. The teacher utilizes effective principles of learning in planning the unit and lessons.
 1. The teacher identifies desired results in terms of student learning.
 2. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.
 3. The teacher defines evidence of learning, including performance tasks and rubrics.
 4. The teacher provides time and instruction to promote student self-assessment.
 5. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.
 6. The teacher designs activities to motivate students to learn.
 7. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.
 8. The teacher provides opportunities for students to evaluate, relearn, rethink, revise and refine their work based upon timely feedback.
 9. The teacher provides opportunities for students to evaluate their work and set future goals.
 10. The teacher designs flexible lessons to meet the needs and learning styles of each student.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

- A. Students understand daily, weekly and unit learning goals and objectives.
 - 1. The teacher designs and shares daily learning goals for student reference.
 - 2. Instructional strategies and learning activities relate to the achievement of the stated objective.
 - 3. Students understand the relevance and expectations in achieving objectives.

- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
 - 1. The teacher leads students to review past learning as a connection to current lessons.
 - 2. The teacher uses the appropriate level of concisely relaying tone to encourage students to participate in the lesson.
 - 3. The teacher plans activities to generate student interest in the learning.
 - 4. The teacher provides knowledge of results of learning to guide student efforts.
 - 5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.

- C. Students are actively engaged during the full instructional period.
 - 1. The teacher designs the start of each class as prime time for learning.
 - 2. The teacher uses sp
 - 3.

- G. Preferred student learning styles and effective pedagogy are integral components of instruction.
1. The teacher uses effective instructional strategies including the following (from Marzano's work):
 - a. Comparing and contrasting
 - b. Summarizing and note taking
 - c. Reinforcing efforts and providing recognition
 - d. Designing appropriate homework and practice
 - e. Providing and encouraging non-linguistic representations of key points
 - f. Cooperative learning
 - g. Setting goals and providing feedback
 - h. Generating and testing hypotheses
 - i. Using cues, questions and advance organizers.
- H. Student success results from ongoing checking for u

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

A. Students are helped to link new learning to past learning so that transfer will occur.

1. New learning is “hooked” to past learning.
2. Critical attributes of the content to be learned are identified.
3. Students learn to “tie it all together” as they connect past and new knowledge.
4. Students learn to apply knowledge to new situations.

VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.
1. Reports differentiate between the formative and summative assessment categories.
 2. Students have assessment choices.
 3. Students have ample opportunity to demonstrate achievement.
 4. Students are accountable for their work.
 5. Teachers post grades in a timely and accurate manner.
 6. Teachers update reports as students improve achievement.
 7. Students have several opportunities (method and content) to demonstrate mastery.
 8. The teacher provides quality assessments.
 9. The teacher accurately records evidence of student learning and achievement.
- B. Grading procedures of teachers are based on student achievement of performance standards.
1. Grades relate directly to identified learning goals.
 2. Performance standards are used to determine grades.
- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
1. Feedback is given separately for formative assessments.
 2. Grades relate directly to individual student achievement through summative assessments.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

- A. A supportive culture for successful learning is evident.
1. Students have ongoing feedback to know how they are progressing.
 2. Teacher takes personal interest in and knows student achievement and learning styles.
 3. Students are assisted in self responsibility and self-monitoring.
 4. Teacher-student relationship is appropriate.
- B. Students know and follow the procedures for the classroom.
1. Beginning of day and period procedures are routine and logical.
 2. Procedures for transitions focus student attention and minimize interruptions.
 3. Learning materials, support equipment and technology are used efficiently.
 4. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher-led activities.
 5. Students are involved in the establishment of rules and procedures.
- C. Physical space is safe and organized for learning.
1. Safety procedures are defined and visible for student reference.
 2. The learning environment is organized to facilitate learning.
 3. Time on learning is maximized as a result of good organization of the learning environment.

- D. Students and teachers share a mutual rapport and respect.
1. An appropriate level of teacher control is in place
 2. Students feel the teacher knows and takes personal interest in them.
 - 3.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

- A. Teaching professionals pursue professional development to improve instruction.
 - 1. Teaching professionals apply professional development experiences to improve content knowledge and pedagogical skill.
 - 2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
 - 3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.
- B. Teaching professionals assume responsibility for school and district improvement.
 - 1. Teaching professionals work cooperatively to identify areas where school and district

Select Staff Evaluation

Counselors
Social Workers
School Psychologists

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Continuous Growth Phase

All select staff members, 4 or more years with MPS, be evaluated annually. However, formal classroom/meeting observations are optional. Select staff members in permanent certificated staff positions participate in the Appraisal Phase; in-district staff, new teaching assignment within the schools, do not participate in the Appraisal Phase; in-district staff, new teaching assignment within the schools, do not meet district practices for the specified position or those assigned at administrative discretion.

1. By the end of September, evaluators will review evaluation procedures with staff members. (Policy 4160.1)
2. By the end of September, a Fall Conference will tak

Appraisal Phase
Pre-observation Form for Select Staff

Appraisal Phase

Post-observation Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson/meeting and main objective/goal. Complete this form prior to the post-observation conference with your evaluator. Bring two copies to the post-observation conference.

1. Briefly describe the lesson/meeting and how it is tied to the practices for your position. List the positive aspects of the lesson/meeting.

2. Did the student/parent/teacher become engaged in the lesson/meeting?

3. What indicators did you have that the student/parent/teacher understood what to do during the lesson/meeting?

4. What feedback did you receive from student/parent/teacher indicating they achieved understanding and the goal(s)/objective(s) were

Appraisal Phase

Classroom/Meeting Observation Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date _____ me ~~Tr~~ _____ Time Out _____

Grade(s) _____ Subject _____ Schoo _____

1. Evaluator's comments (reflective questions, ~~reco~~ recommendations, and/or commendations) on the observation with respect to the ~~practi~~ practice for the specified position and overall work ~~perfi~~ performance

2. Deficiencies noted in observation and/or ~~work~~ work performance with steps for improvement

3. The observation was for (check one) _____ an entire instructional period.

_____ a partial instructional period.

Evaluator's Signature Position Date

Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do not concur and I have a right to respond in writing.

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance and steps for improvement

Continuous Growth Phase

Continuous Growth Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-3 prior to the Fall Conference. The evaluator will complete numbers 4-12 throughout the year.

1. Continuous Growth Goal

The S.M.A.R.T. goal should be focused on student achievement/progress. Staff members are encouraged to revise or add to the goal throughout the year as needed.

2. Action steps and timeline to meet the steps:

Action Steps

Timeline

4. Fall Conference Date _____

5. Continuous Growth Goal Agreement Date _____

Continuous Growth Phase

Continuous Growth Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form prior to the Spring Conference, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:

- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s) or meeting (s)
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress toward goal?

4. How did your work toward your goal affect student achievement/progress?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Practices for Select Staff

Practices That Promote Successful School Counseling

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- A. The professional school counselor teaches guidance units effectively.
- B. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.

- A. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
- B. The professional school counselor demonstrates accurate and appropriate interpretation of assessment behavioral data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

- A. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
- B. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.
- C. The professional school counselor implements an effective referral process with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

- A. The professional school counselor provides a comprehensive and balanced guidance program by analyzing the building and district data to assess building needs.
- B. The professional school counselor provides support for other programs.

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

- A. The professional school counselor demonstrates positive interpersonal relations with students.
- B. The professional school counselor demonstrates positive interpersonal relations with education staff.
- C. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills professional responsibilities

- A. The professional school counselor demonstrates commitment to ongoing professional growth.
- B. The professional school counselor possesses professional and responsible work habits.
- C. The professional school counselor follows the profession's ethical and legal standards and guidelines a-3(b)-1(l)-3(e)3(w)-1(o)-1(r)2(k)-1(h)-1(a)3(b)-1(i)-3 Thabiab stans (b)-1(i)f 202.707

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Practices That Promote Successful School Social Work

Standard 1: The school social worker demonstrates knowledge and understanding basic to the social work profession and school social work.

A. Demonstrates an understanding of human behavior in the social environment and is skilled in implementing various practice modalities to empower disadvantaged and oppressed populations.

B. Demonstrates knowledge and understanding basic to the profession of social work.

Practices That Promote Successful School Psychologists

Standard 1: Personal qualities

- A. Flexibility: Adjusts to sudden changes in a situation with a minimum loss of efficiency.
- B. Dependability: Follows through with the service referrals necessary to complete a task.
- C. Sincerity: Exhibits a genuine interest in the concerns and plans of the clients and staff.
- D. Judgment: Assesses situations and makes sound decisions for a future course of activities.
- E. Resourcefulness: Adapts with effectiveness and care to situations. Experiments with techniques and materials that are in harmony with school policy.
- F. Effective time management: Prioritizes time to meet the needs of situations and is efficient and

Standard 5: Demonstrates knowledge of the field

(Including the administration and interpretation of psychological measures when the assessment of individual learning and adjustment is indicated.)

- A. Demonstrates competence in administration and interpretation of psychological measures used for evaluating, re-evaluating, and assisting in program planning for children in the school district.
- B. Demonstrates understanding of criteria for verification of handicapping conditions of pre-school

Practices That Promote Successful Special Education Inherent Staff

Standard 1: Personal Skills

- A. Shows flexibility
- B. Models dependability
- C. Demonstrates professionalism
- D. Demonstrates appropriate judgment
- E. Demonstrates resourcefulness
- F. Exhibits a positive, respectful, and cooperative attitude when working with students, parents, colleagues, and administrators
- G. Expresses and deals with concerns in a consistent manner
- H. Communication is clear and uses precise and understandable language and acceptable oral expressions

Standard 2: Effective Time Management

- A. Allocates time appropriate to the situation
- B. Establishes routines that ensure work-related time is used appropriately
- C. Is available to staff and parents
- D. Demonstrates proficiency at managing personal calendar
- E. Carries out job responsibilities within assigned time limits
- F. Observes departmental guidelines and timelines in planning purchases and expending funds

Standard 3: Knowledge of the Field

- A. Demonstrates a high degree of knowledge, understanding, and skill with respect to the identified field of specialization
- B. Demonstrates proficiency in using equipment and technology specific to the identified field of specialization
- C. Keeps abreast of developments within the identified field of specialization

Standard 4: Relationship with Students

- A. Maintains control and demonstrates self-confidence in working with students
- B. Establishes rapport through positive verbal and non-verbal exchanges
- C. Demonstrates patience, acceptance, empathy, and interest

Practices That Promote Successful Information/Technology Specialists

Standard 1: Planning

- A. Works with classroom teacher and administrators to plan integrated information literacy instruction
- B. Seeks input from students and staff when planning collection purchases.
- C. Follows building and district guidelines for phasing.
- D. Assists teachers in the preview and selection of information materials and tools for classroom instruction.

Standard 2: Management

- A. Trains, collaborates with, and supervises paraprofessionals assigned to the Information Center.
- B. Maintains a balanced collection of print and electronic resources.
- C. Provides timely and accurate inventories, reports, information.
- D. Supervises care of equipment and repair procedures.
- E. Manages time efficiently and maintains a flexible schedule in a business-like manner.
- F. Uses effective skills of communication in relating to parents, volunteers, and staff.
- G. Provides leadership in technology integration.
- H. Follows district selection policy, which includes procedures for reconsideration of materials.
- I. Exhibits a pleasant, friendly, and cooperative attitude toward staff and students.
- J. Develops and maintains effective working relationships among school staff.

Standard 3: Instruction

- A. Provides systematic instruction in information literacy skills.
- B. Communicates instructional objectives to students.
- C. Shows how present topic is related to topics that have been taught or will be taught.
- D. Relates subject topics to existing student experiences.
- E. Uses responses, questioning techniques, and/or open practices to involve all students.
- F. Uses signaled responses, questioning techniques, or guided practices to involve all students.
- G. Teaches the instructional or learning objectives through a variety of methods.
- H. Gives directions that are clearly stated and related to the learning objectives.
 - I. Demonstrates the desired skill or process.
 - J. Checks to determine if students are progressing toward stated objectives.
- K. Uses principles of differentiation in instruction.
- L. Summarizes or identifies a context about what has been taught.
- M. Clearly defines expected student behavior.
- N. Treats students with respect and dignity.

Standard 4: Environment

- A. Establishes and maintains a pleasant, safe, orderly climate conducive to learning.
- B. Encourages students to develop life-long reading, writing, and thinking skills.
- C. Publicizes programs, services, and materials through newsletters, announcements, and/or web pages.

Standard 5: Assessment

- A. Evaluates media program effectiveness.

Standard 6: Professional Responsibilities

- A. Supports professional organizations.
- B. Provides staff development in the area of technology/information integration.
- C. Serves on building and district committees for curriculum development and implementation.
- D. Adheres to district, department, and building policies.

Standard 7: Technology Support

- A. Provides input to and assists in the implementation of technology at building and district level.
- B. Assists in the selection of appropriate materials/media, and supplies that support student learning and district curriculum.
- C. Assists in the planning, implementation, and evaluation of technology staff development at the building level.
- D. Serves as a liaison between the building, staffroom, and technology division.
- E. Is knowledgeable about copyright, software licenses, and Internet filtering.
- F. Assists with technology set-ups, inventories, and troubleshoots technical problems.
- G. Is knowledgeable in the use and backup of the building fileserver.
- H. Is knowledgeable in the use of the district WAN and Internet.
- I. Assists in problem-solving appropriate uses of technology in an educational setting.
- J. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.
- K. Works with site and district planning/advisory teams as requested.
- L. Attends monthly meetings and training sessions as requested.
- M. Remains current in appropriate technology knowledge.

School Nurse Evaluation

School Nurse Evaluation

School nurses are evaluated by the building administrator assigned by the Director of Pupil Services.

School nurses in their first year with Millard will be mentored by the MPS Head Nurse. The new school

The school nurse will complete numbers 5-12 prior to the Spring Conference.

5. What have you accomplished toward your goal?

6. What existing information supports that you have met your goal?

7. How did your work toward your goal affect student health?

8. What did you learn from your work toward your goal thus far?

9. What are your next steps?

Work Related To Professional Responsibilities

10. List Continuing Education Units (CEU) you have completed this school year.

11. List in-services you have presented this school year.

12. List building/district/community responsibilities you have participated in this school year.

Practices That Promote Successful School Nursing	Indicators	Rating
--	------------	--------

Practices That Promote Successful School Nursing	Indicators	Rating			
IV. Practice Skills And Knowledge Continued	<p><u>C. Health Education</u></p> <p>1. Utilizes health room service as a vehicle for direct and indirect health teaching.</p> <p>2. Serves as resource person to school faculty and staff in special areas of expertise.</p> <p>3. Provides creative, individual learning experiences relevant to health information needs to equip students to make constructive decisions regarding health care.</p>	1	2	3	NA
V. Public Relations	<p>A. Assists in establishing and maintaining a positive school-community relationship.</p> <p>B. Demonstrates a capacity for responding to the public in a positive and constructive manner.</p> <p>C. Interprets and conducts school health programs in a manner that elicits positive support from students, parents, school, and community.</p> <p>D. Recognizes the parent to be an extension of the school health program and invites parent involvement in health care planning.</p>	1	2	3	NA

VI. Health Appearance

A. Kee re f Q q -5(s)4(i)1(t)1(i)-11(v(p)-5(m)20()-3)-3(h)7((n)-5)7(-3(a)-1()-3(p)-5(o)-5e)-1()-3(p)-5(lp)-4(a)-1(n)-3v(7(c)-1(t)ad [(A)28.8

Fall Conference

Date _____

Professional Growth Goal _____

School Nurse's Signature _____

Evaluator's Signature _____

Walk-through Observation Dates

Spring Conference

Date _____

Evaluator's summative comments on overall work performance (reflective questions, recommendations, and commendations)

Deficiencies noted in overall work performance with tips for improvement

School Nurse's Signature _____

Evaluator's Signature _____

Recommended for: Re-election ~~Annual~~ Re-election Dismissal

I concur with the analysis and recommendations.

I do not concur and I have a right to respond in writing

District Level Leaders Evaluation

Annual Evaluation Report

- Aligns overall performance to Mutual Commitments
- Provides for self-reflection about performance relative to Mutual Commitments prior to the Annual Evaluation Conference.
- Evaluators will complete a summary of overall performance with respect to the district level leader's Mutual Commitments, and dates of when the observation(s) and conference(s) were held prior to the Annual Evaluation Report Conference.

Time Line For Evaluators

August	~ Review evaluation process with district leader ~ Fall Conference to determine and draft Mutual Commitments
September	~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and conference for those in role three years or less ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation and conference for those in role three years or less ~ Conduct observation and conference for those in role more than three years ~ Conference to review progress towards Mutual Commitments
May	~ Complete the Evaluation Report and conduct Evaluation Conference

Evaluation Report for District Level Leaders

Staff Member's Name _____

Position _____

Evaluator's Name _____

(District Level Leader completes 1-2. Evaluator completes 3-4.)

1. Self-reflection summary of overall performance with respect to Mutual Commitments:

2. Self-reflection with respect to personal goals. Did I accomplish what I expected this year? What are my strengths as a leader? Where have I seen growth this year? What are my areas of focus for next year?

3. Evaluator's summative comments on district performance (reflective questions, recommendations, and/or commendations)

4. Deficiencies noted in overall work performance with steps for improvement

Observation Date(s)

Post-observation Conference Date(s)

Evaluator's Signature	Position	Date
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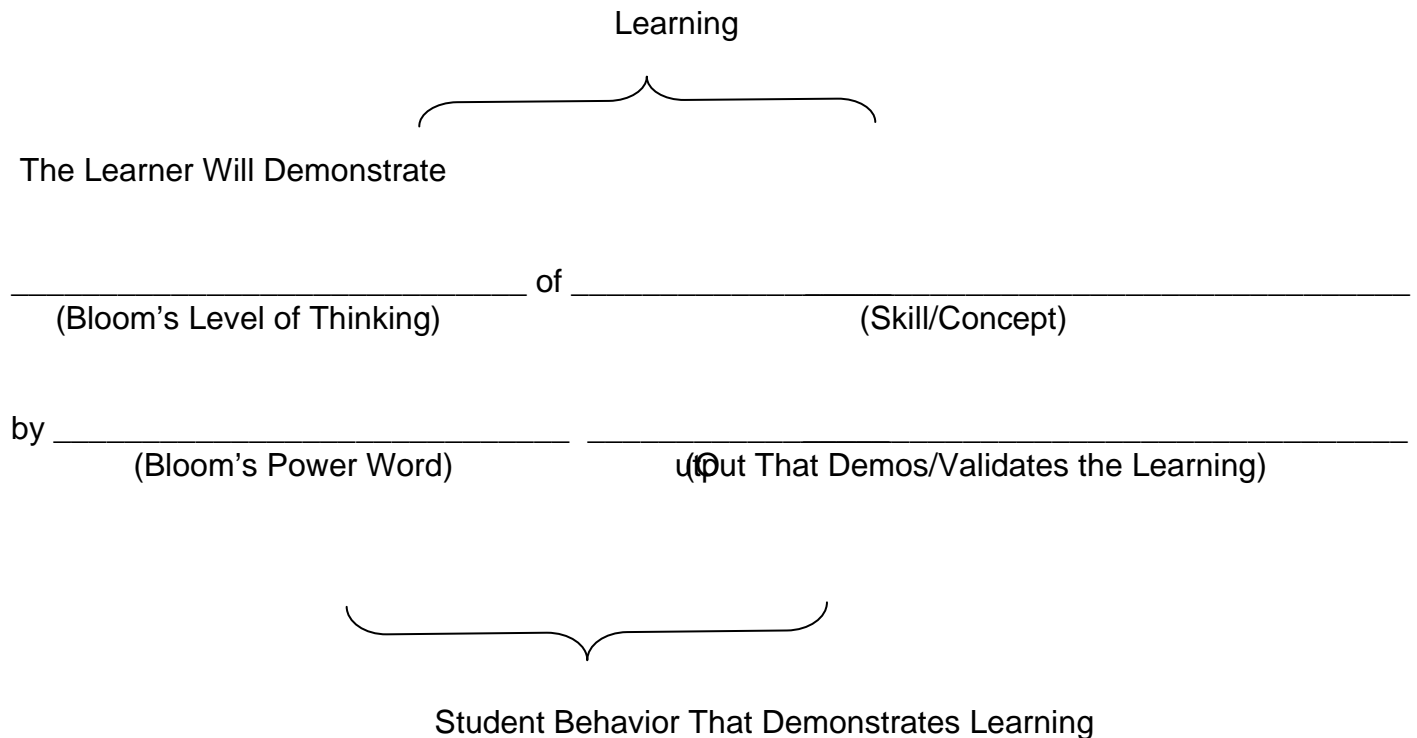
Staff Member's Signature	Date
--------------------------	------

I concur with the analysis and recommendations.

I do not concur and I have a right to respond in writing.

Additional Resources

Formulate Learning Objectives



Teach to the Objective

In order to teach to an objective, the teacher needs to formulate the objective so the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a Learning Objective

There are two parts to writing an objective; the learning and the behavior that demonstrates the learning.

1. The learning consists of Bloom's Level of Thinking and the skill or concept that relates to the curriculum.
 - Reflect on the question: What are my students going to learn and at what level of thinking are they going to learn it?
2. The student behavior that demonstrates the learning includes a Bloom's Power Word that reflects the Bloom's Level of Thinking and a measurable activity that demonstrates learning.
 - Reflect on the question: What will my students do to show their individual learning of the skill or concept that was taught?

Descriptions of the Major Categories of Bloom's Taxonomy

Knowledge—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are: defines, describes, identifies, labels, and states.

Comprehension—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: convert, explain, summarize, and generalize.

Application—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and formulas. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagram, discriminates, outline, separate, and selects.

Synthesis—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and designs.

Evaluation—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

S.M.A.R.T. Goals

Specific and Strategic
Measurable
Attainable
Results-oriented
Time-bound

Goals about improving student learning based upon a

1. Identify an important skill or concept (make choice based on data from past students – choose based on priority for improving student performance) that you will all give a common assessment on to measure student learning.
2. Create a smart goal
 - Specific
 - Measurable
 - Attainable
 - Results-oriented
 - Time-bound
3. Decide on what evidence you will use to know goal has been met (specific student learning). You can use a common assessment already created or make a new common assessment.

S.M.A.R.T. Goal Template

S.M.A.R.T. GOAL (aimed at improving overall student performance):

Plan of intervention (reteaching) for students who do not make goal:

Describe type of data being collected, the plan for data analysis and time line:

Describe tentative plan for improving student overall performance (include timeline):

Results

	Strand 1	Strand 2	Strand 3	Strand 4	Overall
Semester					
Number of students Who did not meet strand on first attempt					
Number of students who did not meet strand after reteaching					

Summarize adjustments made to the assessment instrument itself:

Summarize adjustments made to intervention plan:

Summarize adjustments made to teaching to improve student success:

Category: Human Resources
Policy: Code of Ethics
4155

The Board recognizes, endorses and adopts the ~~Standard~~ Ethical and Professional Performance as established by the Nebraska Department of Education

Related Rule 4155.1

Date of Adoption: October 7, 1974

Date of Revision August 3, 1992; June 2, 2003

Date of Last Review January 5, 1998

Legal Reference

Category: Human Resources
Policy: Code of Ethics
Rule: Code of Ethics
4155.1

Standards of Ethical and Professional Performance
Preamble

The Millard Board of Education hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. 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 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 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 code of ethics.

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 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed by individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit

In fulfillment of the obligation to the public, the educator:

- A. 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.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit 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 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors {with the applicable sections for the Revised Statutes of Nebraska in parenthesis }):
 1. Assault (third degree) (28-310)
 2. Stalking (28-311.03)
 3. Hazing (28-311.06)
 4. False Imprisonment (28-315)
 5. Sexual Assault (third degree) (28-320)
 6. Abandonment of Spouse or Child (28-705)
 7. Child Abuse (28-707)
 8. Contributing to the Delinquency of a Child (28-709)
 9. Prostitution (28-801)
 10. Keeping a Place of Prostitution (28-804)
 11. Debauching a Minor (28-805)
 12. Public Indecency (28-806)
 13. Sale of Obscene Material to Minor (28-808)
 14. Obscene Motion Picture Show, Admitting Minor (28-810)
 15. Obscene Literature Distribution (28-813)
 16. Sexually Explicit Conduct (28-813.01)

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E.

Category: Human Resources
Policy: Evaluation
4160

All personnel shall be continuously evaluated by appropriate supervisors to encourage improvement of the total school program.

The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as

- III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Related Policy: [4160](#)

Legal Reference: Neb. Rev. Stat. §§79-318(5)(h) and 79-828(2)

Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; Sept 7, 1998; ~~Oct 21, 1998~~; July 21, 2003; June 1, 2009

Millard Public Schools
Omaha, NE

References for 2008-2009 Teacher Evaluation Program

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Intensive Assistance

Intensive Assistance Overview

A major focus of the Millard Public School's teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. Practices That Promote Successful Student Learning have been developed to define these effective teaching practices. If it is determined that a teacher in the Millard Public Schools is not meeting these standards, the Intensive Assistance Program will be used to assist the teacher in improving.

Intensive Assistance Narrative

The Intensive Assistance Program will be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the Practices That Promote Successful Student Learning that serve as a basis for the teacher evaluation process. A problem can be identified through a variety of ways including but not limited to: concerns expressed by students, parents, or peers, student assessment data, or formal or informal observations, etc. Examples include, but are not limited to:

- coaching in prior phases of teacher evaluation that has resolved the problem
- coaching in prior phases of teacher evaluation that has not resolved the problem

The evaluator shares the recommendation for Intensive Assistance (1A1) with the teacher. A conference is held to discuss the recommendation, a

Recommendation for Intensive Assistance

Teacher's Name _____

Date _____

1. List the Practices That Promote Successful Student Learning not being met from the Millard Instructional Model:

2. Documentation:

Evaluators Signature Position Date

Teacher's Signature Date

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluators's Signature

Posit

Date

Teacher's Signature

Date

___ I concur with the analysis and recommendations.

___ I do not concur and I have a right to respond in writing.

Feedback Intensive Assistance Program Report of Progress

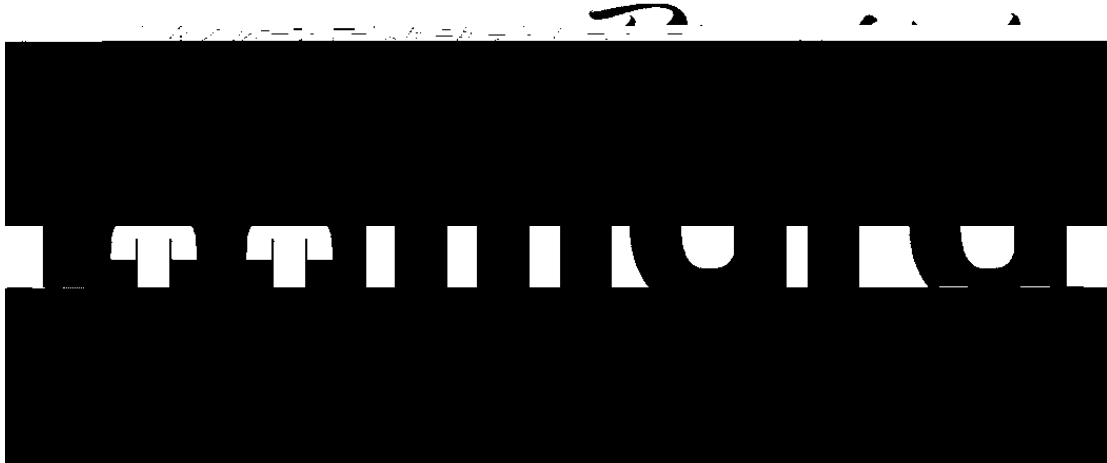
Teacher's Name _____ School _____

Position _____ te Da _____

Objective 1:

Objective 2:

Objective 3:



PERFORMANCE BASED ADMINISTRATOR EVALUATION

AUGUST 2009

TABLE OF CONTENTS

Supervisor Assignments for Principal Evaluation.....3

Overview of the Administrator Evaluation.....4

PRINCIPAL EVALUATORS
2009-2010

SCHOOL	PRINCIPAL	EVALUATOR
ABBOTT	ERIC CHAUSSEE	CAROL NEWTON
ACKERMAN	MELISSA GILBERT	KEVIN CHICK
ALDRICH	SUSIE MELLIGER	CAROL NEWTON
BLACK ELK	JOSH FIELDS	ANGELO PASSARELLI
BRYAN	BRAD SULLIVAN	MARK FELDHAUSEN
CATHER	PAULA PEAL	CAROL NEWTON
CODY	MATT DOMINY	CAROL NEWTON
COTTONWOOD	NANCY NELSON	JIM SUTFIN
DISNEY	BETHANY CASE	KEVIN CHICK
EZRA MILLARD	CARRIE NOVOTNY-BUSS	CAROL NEWTON
HARVEY OAKS HITCHCOCK	ROBERTA DEREMER MANDY JOHNSON	KIM SAUM-MILLS

Overview of the Administrator Evaluation

The Administrator Evaluation System is comprised of two components. They, and short descriptors follows:

I. MUTUAL COMMITMENTS & KEY PERFORMANCE AREAS

Millard Public Schools administrators and their supervisors establish performance expectations to ensure the Superintendent's goals and the mission of the school district are implemented and accomplished. This process makes the Strategic Plan operational and results oriented, and the administrator's performance to be observed in relation to specific measurable outcomes. These performance expectations have come from job descriptions and from the strategic plan. Supervisors and the administrators establish performance expectations at the acceptable level of performance for the salary paid for the position.

The MUTUAL COMMITMENTS AND KEY PERFORMANCE AREAS component of the Administrator Evaluation system brings the Job Description down to an operational level with greater precision and conciseness as to what those job responsibilities include and are deemed essential in the successful operation of a school. The Mutual Commitments are based on the more general Job Description but have been refined to a greater degree of specificity and, hopefully, more clearly define for principals what the main points of the Job Description are when put into an operational form.

In addition, the MUTUAL COMMITMENTS component provides the administrator with the opportunity to define "why" they do what they do and "how" they will know if they have achieved the stated Mutual Commitments and the criteria used to measure successful completion. In addition, there are defined "goals" in certain areas where District standards have been, or are established. This includes the areas Administrative Leadership and Student Achievement which have been incorporated into the Mutual Commitments rather than standing as isolated components in the evaluation document. In most Mutual Commitment areas, administrators will have the opportunity to be creative in generating the rationale as to why they do what they do and the development of those Mutual Commitments they are striving to achieve.

THE KEY PERFORMANCE AREA component provides an option to develop specific job targets that are either administrator-initiated and/or assigned by the District. Up to two job targets could be derived from Mutual Commitments. If assigned, administrators write a detailed plan of action for each of these Key Performance Areas and are expected to show evidence of successful completion. Areas of needed focus are given greater specificity and more detail in planning.

II. LEADERSHIP DIMENSIONS

Administrators are expected to meet at least four dimensions from a list of approximately 20 possibilities. The intent here is that administrators are active in the community and school settings.

The OVERALL SUPERVISOR RATING is based on the fulfillment of those responsibilities defined in the Mutual Commitments. There are many data sources utilized in compiling this component of the evaluation. The FORMATIVE FEEDBACK DATA is utilized as the document for the initial compilation of such data. Review and interpretation of the data will serve as a basis for the supervisor and administrator arriving at a decision as to whether these Mutual Commitments have been successfully completed and then documented through the use of the SUMMATIVE EVALUATION FORM. Areas of improvement identified will serve as a basis for setting a growth objective, the development of a Key Performance Area or the development of an area for specific improvement in the Mutual Commitments document.

PRINCIPAL, ASSISTANT PRINCIPAL
EVALUATION INSTRUMENT



PRINCIPAL, ASSISTANT PRINCIPAL EVALUATION INSTRUMENT

SUPERVISOR RATING

The SUPERVISOR'S RATING

MUTUAL COMMITMENTS FORM (See pages 1-14)

EVALUATION DOCUMENTS

- **MUTUAL COMMITMENTS**
-Open Form (for Administrator Completion)
- **KEY PERFORMANCE AREAS**
-Open Form (for Administrator -

MUTUAL COMMITMENTS AND EXPECTATIONS

Howard Feddemz

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
<ul style="list-style-type: none"> › Answers the question: What am I accountable for achieving? › Described as either <ul style="list-style-type: none"> a. Job component b. Responsibility areas; c. Performance area › Start by listing nouns or noun/adjective combinations (DOMAIN) › After nouns are listed, select the verb that best describes the relationship to that domain. Don't use "wimpy" verbs › Identify two-three job components as key performance areas that are especially important this year. 	<ul style="list-style-type: none"> › Answers the question: Why am I accountable for this? › Format: I will do this so that.. › You may have more than one reason why you are accountable for a job component › State the next, direct, immediate consequence(s) › Should be within your control commensurate with your resources <ul style="list-style-type: none"> a. Decision-making prerogative Plus b. Resource › Offer 1-3 alternatives if found with Beliefs, Mission, Parameters, Objectives, and Strategies › If this column is done correctly the performance expectation for column three is usually 0-10% 			

MUTUAL COMMITMENTS AND EXPECTATIONS Sample– Elementary Principal

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Ensure students' achievement	<ul style="list-style-type: none"> › ...Students succeed at the n level of instruction › ...We build parent suppo 	<ul style="list-style-type: none"> › Any student who has not rr standards on essential outccs is placed on an appropria intervention program › Assist each parent who expres concern about his/her child academic achieveme 		
2.				

MUTUAL COMMITMENTS AND EXPECTATIONS

Sample– Associate Superintendent for Ed Service

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
10. Ensure students' achievement				

Sample- Superintendent

I WILL DO THIS:	SO THAT:	MY SPECIFIC COMMITMENTS ARE:	STRATEGIC PLAN	THE SYSTEM SUPPORT REQUIRED IS:
1. Lead strategic plannir	,			

Key Performance Action Plan

The purpose of this form is for the Supervisor to gather information throughout the

FORMATIVE FEEDBACK DATA

Principal/Assist Prin: _____

Supervisor: _____

This form is intended to be used by the Supervisor for the "final" evaluation. This form is on the Intranet under Administrative Evaluation.

ELEMENTARY
SUMMATIVE EVALUATION FORM

ADMINISTRATOR: _____

SUPERVISOR: _____

YEAR:

PERFORMANCE CRITERIA

Meeting Dates _____

I. Mutual Commitments and Key Performance Areas

Mutual Commitment 1:
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 2
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 3
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 4
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 5
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 6
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 7
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 8
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 9
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 10
Administrator Write -Up:

Evaluator Comments:

Key Performance Area 1: Improve student achievement by showing student progress on all district assessments

Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you

PRINCIPAL LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the regular job description, mutual commitments and performance action plan

1. The principal reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life
- 2.

- 18. Twice a year, the principal shadows another principal outside of his building and participates in teacher observation, post conference and debrief meeting with fellow principal
- 19. Other leadership functions as mutually agreed upon by the principal and his/her supervisor

Administrator Write -Up:

Supervisor's Comments:

Meets or Exceeds Expectations Approaches Expectations Unsatisfactory

III. Overall Rating

Meets or Exceeds Expectations Approaches Expectations Unsatisfactory

IV. Statistical Data

Assessment Results: Please list your current year assessment percentages. For Terra Nova include only the building percentage at each grade level. For ELO's include first time pass rates

A. TerraNova Data- School

Grade 3	Reading	Math	Language	Total	Science	Soc. S
06-07						
07-08						
08-09						
Grade 4						
06-07						
07-08						

TerraNova Data- District

Grade 3	Reading	Math	Language	Total	Science	Soc. S
06-07						

06-07															
07-08															
08-09															

Climate Survey Results: Please list your current raw score

██████████ ██████████

Descriptor	2007-08	2006-07
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Support Staff Leadership (4 Items)		xxxx
Building Leadership (13 Items)		xxxx
Parent		
School Environment (4 Item)		
Safe and Orderly Environment (5 Item)		
Discipline and Behavior (6 Item (4 Items in 07-08))		
Maximum Opportunity to Learn (4 Item (5 Items in 07-08))		
Monitoring Student Achievement (9 Item (6 Items in 07-08))		
Parent/Community Involvement (5 Item (4 Items in 07-08))		
Leadership (New for 07-08, 6 Items)		xxxx

Year	Group	Percent A	Percent B	Percent C	Percent D	Percent F
2008-09	Certified					
	Support					
	Student					
	Parent					

MIDDLE LEVEL SUMMATIVE EVALUATION FORM

PRINCIPAL/ASSIST PRINCIPAL:

SUPERVISOR:

YEAR:

PERFORMANCE CRITERIA

Meeting Dates:

I.

Mutual Commitment 8: (Insert Title of Commitme
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 9: (Insert Title of Commitme
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 10: (Insert Title of Commitme
Administrator Write -Up:

Evaluator Comments:

Key Performance Area 1: (Insert Title of Key Performance A
Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance A
Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

MeetsExceeds Expectations Approaches Expectatio Unsatisfactor

II. Leadership Dimension:

Administrator Write-Up: (Delete Commitments not worked towards, comment on each one that you

PRINCIPAL LEADERSHIP (Need four dimensions for “meets or exceeds”)

LEADERSHIP DIMENSIONS: Opportunities to demonstrate leadership outside the reob description
mutual commitments and performance action pl

1. The principal reflects a commitment to the community he or she serves through active involve
civic or community-based organizations that contribute to the enhancement of the state, or
national quality of life
2. The principal serves as a member of the district strategic planning team or actio
3. The principal is assigned by the Superintendent to special assign
4. The principal logs 20 hours or more of clasom instructional time during the ye

5. The principal hosts visitations due to exemplary classrooms/program where visitors from outside district come to the building. The principal spends time facilitating these visits and assists with their professional growth.
6. The principal makes presentations to outside agencies, professional organizations, service committees, Board of Education, graduate classes or is a member of an educational organization.
7. The principal serves as a mentor to another principal, as assigned by the Superintendent's office.
8. The principal accepts student teachers, or supervises graduate students in his or her building and documents activities to provide for their professional development and evaluation (observation, videotaping, in service sessions, etc.).
9. The principal serves as a chair, officer, or member of a committee created by one of the major professional organizations.
10. The principal serves in a leadership capacity through participation in service to other government agencies, such as the city and county, by serving on committees or assuming special assignments as a director, chairperson, or task force leader.
11. The principal assumes a leadership role through service to educationally related organizations (ESL, MOEC, etc.) by serving on designated committees, or attends at least four professional organization meetings or functions (PDK, Adm Days, NCSA Workshops, Region II meetings, national conventions, etc.).
12. The principal is a presenter at a conference attended by persons from districts other than his or her own.
13. The principal chairs a district committee or is an active member of three district level committees. (The committee(s) met at least three times and accomplished its mission.)
14. The principal is directly involved in a district pilot. The principal plays a strong role in planning, monitoring, and/or evaluating the project.
15. The principal is actively involved in a building-originated project or experiment (the principal played a major role in the planning and implementation of the project, which had prior approval by appropriate central office personnel).
16. Three credits from a graduate course or professional growth course are earned in the year.
17. The principal submits an article for publication in a professional journal.
18. Twice a year, the principal shall submit a report to the Superintendent's office in accordance with the requirements of the State Board of Education (SBE) rule 6A-2.002(i)-2(c)-6(rf)-2252(subm)-2(t)inc(i)(n)-1317 or submits a report to the Superintendent's office in accordance with the requirements of the State Board of Education (SBE) rule 6A-2.002(i)-2(c)-6(rf)-2252(subm)-2(t)inc(i)(n)-1317.



Year	6 Math	6 Reac	7 Math	7 AWA	7 Reac	8 Math	8 State Write	8 Reac	8 Speak Listen	8 Social Studies	8 Science
08-09											
07-08											
06-07											
05-06											

Climate Survey Results: Please list your current raw score

Descriptor	2007-08	2006-07
Student		
Environment (13 Items)		
Safety (12 Items)		
Discipline (9 Items)		
Maximum Opportunity to learn (14 Items)		
Monitoring Student Achievement (11 Items)		
Parent/Community Involvement (8 Items)		
Leadership (8 Items)		
Certified Staff		
Building Cohesiveness (6 Items)		

PRINCIPAL/ASSIST PRINCIPAL:

SUPERVISOR:

YEAR:

PERFORMANCE CRITERIA

Meeting Dates:

I. Mutual Commitments and Key Performance Areas:

Mutual Commitment 1: (Insert Title of Commitme
Administrator Write -Up:

Evaluator Comments:

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Administrator Write -Up:

Evaluator Comments:

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Administrator Write -Up:

Evaluator Comments:

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Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 7: (Insert Title of Commitme
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 8: (Insert Title of Commitme
Administrator Wr ite-Up:

5. The principal hosts visitations due to exemplary classrooms/program where visitors from outside district come to the building. The principal spends time facilitating these visits and assists others in their professional growth.
6. The principal makes presentations to outside agencies, professional organizations, service committees, Board of Education, graduate classes or is a member of an educational panel.
7. The principal serves as a mentor to another principal, as assigned by the Superintendent.
8. The principal accepts student teachers, or supervises graduate students in his or her building and documents activities to provide for their professional development and evaluation (observations, videotaping, in service sessions, etc).
- 9.

III. Overall Rating

Overall Comments:

Recommendations:

Meets/Exceeds Expectations Approaches Expectations Unsatisfactory

IV. Statistical Data

Assessment Result: Please list your current year assessment results.

Climate Survey Results: Please list your current raw score

Descriptor	2007-08	2006-07
Student		
Environment (13 Items)		
Safety (12 Items)		
Discipline (9 Items)		
Maximum Opportunity to learn (14 Items)		
Monitoring Student Achievement (11 Items)		
Parent/Community Involvement (8 Items)		
Leadership (8 Items)		
Certified Staff		
Building Cohesiveness (6 Items) (7 in '08)		
Positive Attitude (7 Items)		
Fair and Proactive Discipline (7 Items)		
Clean and Orderly Building (5 Items)		
Parent /Community Involvement (10 Items) (9 in 07-08)		

Safe and Orderly Environment (5 Iter

CENTRAL OFFICE ADMINISTRATOR EVALUATION

EVALUATION OF CENTRAL OFFICE SUPPORT STAFF

Staff Member Evaluation

Associate Superintendent for Educational Services	KEITH LUTZ
Associate Superintendent for General Administration	KEITH LUTZ
Associate Superintendent for Human Resources	KEITH LUTZ
Executive Director – Technology	KEITH LUTZ
Executive Director for Planning, Evaluation and Informational Services	KEITH LUTZ
Director of Administrative Affairs	KEITH LUTZ
Director of Communication	KEITH LUTZ
Director of Athletics & Activities	KEITH LUTZ
Director of Pupil Services	JIM SUTFIN
Director of Human Resources	J

Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 7
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 8
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 9
Administrator Write -Up:

Evaluator Comments:

Mutual Commitment 10
Administrator Write -Up:

Evaluator Comments:

Key Performance Area 1: Improve student achievement by showing student progress on all district assessments

Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

Key Performance Area 2: (Insert Title of Key Performance Area)

Administrator Write -Up:
Provide Attachments and Artifacts

Evaluator Comments:

() Meets or Exceeds Expectations () Approaches Expectations () Unsatisfactory

II. Leadership Dimensions

Administrator W/T

The administrator achieves four or more of the dimensions of leadership listed below to meet the STA for leadership

1. The administrator reflects a commitment to the community he or she serves through active involvement in civic or community-based organizations that contribute to the enhancement of the local, state, or national quality of life
2. The administrator serves as a member of the strategic planning team or action team
3. The administrator is assigned by the Superintendent's Office to a special assignment (such as a chairperson, legislation, cabinet, others approved by the Superintendent)
4. The administrator logs 20 hours or more of classroom instructional time during the year
5. The administrator makes presentations to outside agencies, professional organizations, serves on the Board of Education, or is a member of an educational organization
6. The administrator serves as a mentor to another administrator, as assigned by the Superintendent's office.
7. The administrator serves as a chair, officer, or member of a committee created by one of the local professional organizations
8. The administrator serves in a leadership capacity through participation and service to governmental agencies, such as the city and county, by serving on committees or assuming assignments such as a director, chairperson, or task force
- 9.

Administrator Write -Up:

Supervisor's Comments

() Meets or Exceeds Expectation () Approaches Expectation () Unsatisfactor

III. Overall Rating

() Meets or Exceeds Expectation () Approaches Expectation () Unsatisfactor

Administrator

Supervisor

Date

Date

A copy of the final evaluation of each Administrator is to be sent to the Superintendent in June of each year.

FAR EXCEEDS

Recommendation for Intensive Assista

Administrator's Name _____

4. Time line for achieving objective

5. Type and frequency of feedba

6. Evaluation Criteria

Evaluator's Signatur

Positior

Date

Administrator's Signatur

Positior

Date

Signature acknowledges receipt only of this informa

Strategy #2

We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

Specific Result

We will implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.



Action Step #4

‡ Train necessary personal to interpret and respond to survey results at both the district and building level.

Action Step#5

‡ Integrate engagement data into the site-planning process:

‡ Databook

‡ Data retreat

±2,735 employees participated in the 1st Q survey. (95%)

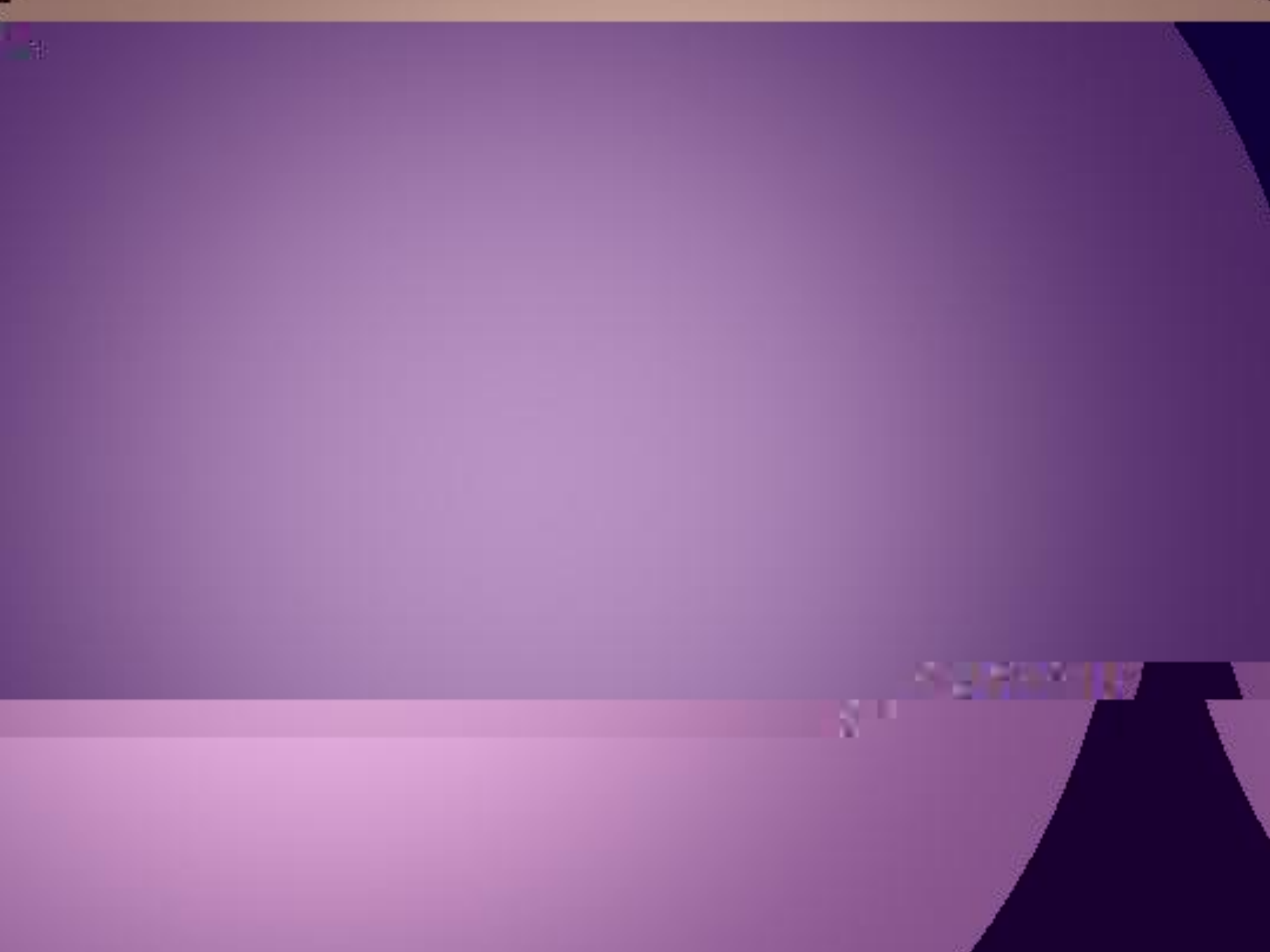
±12,159 students (5th through 12th grade) took the student engagement survey. (92.1%)

±7000 parents were invited to participate in the survey. 3,230 participated in the survey. (46%)

Millard Employees Were Surveyed on the Following 12 Aspects

164

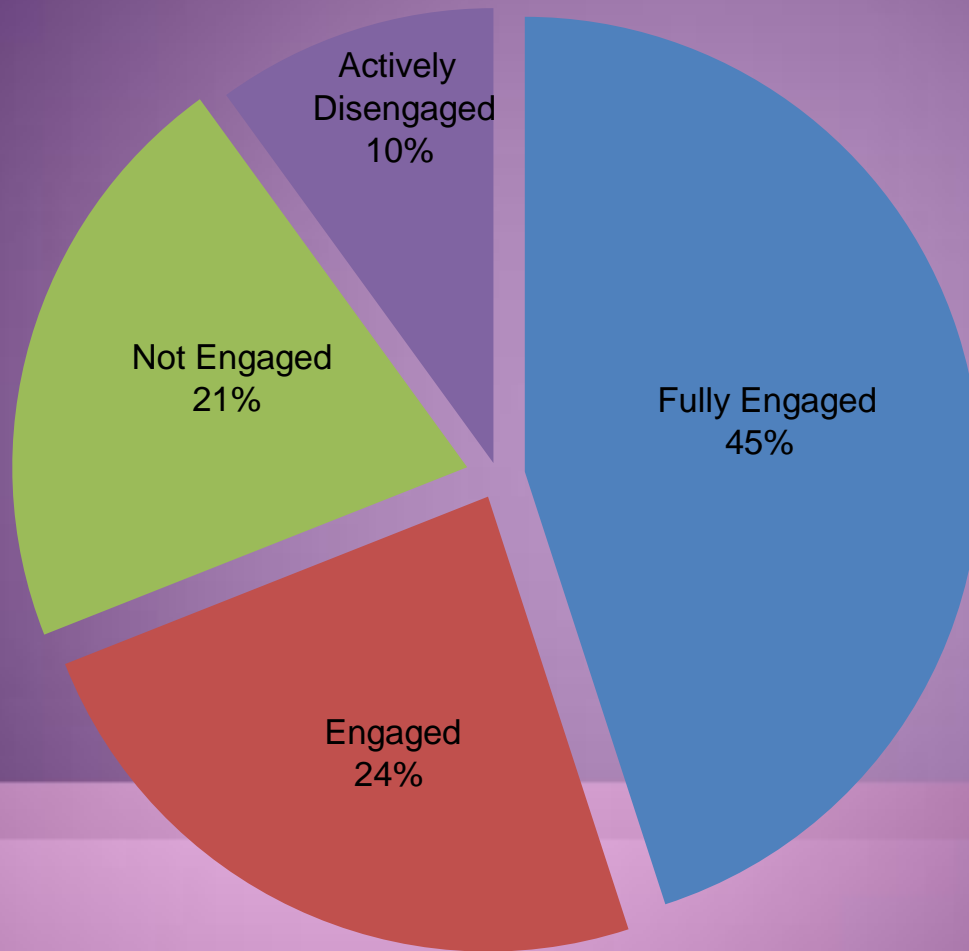
- ‡ I know what is expected of me at work.
- ‡ I have the materials and equipment I need to do my work right.
- ‡ At work, I have the opportunity to do what I do best every day.
- ‡ In the last seven days, I have received recognition or praise for doing good work.
- ‡ My supervisor, or someone at work, seems to care about me as a person.
- ‡ There is someone at work who encourages my development.
- ‡ At work, my opinions seem to count.
- ‡ The mission or purpose of my organization makes me feel my job is important.
- ‡ My associates or fellow employees are committed to doing quality work.
- ‡ I have a best friend at work.
- ‡ In the last six months, someone at work has talked to me about my progress.
- ‡ This last year, I have had opportunities at work to learn and grow.



Opportunities for Improvement

- ‡ In the last seven days, I have received recognition or praise for doing good work.
- ‡ At work, my opinions seem to count.
- ‡ I have a best friend at work.

Parent Engagement



‡ Fully Engaged ²
Strongly attached and loyal. These are your most valuable advocates.

‡ Engaged ²
Emotionally attached but not attitudinally loyal.

‡ Not Engaged ²
Emotionally and attitudinally neutral; no positive association.

‡ Actively Disengaged ²
Active emotional detachment and antagonism.

Millard Public Schools partnered with Gallup to develop the parent survey.

Currently Millard is the only school district to have given this survey.

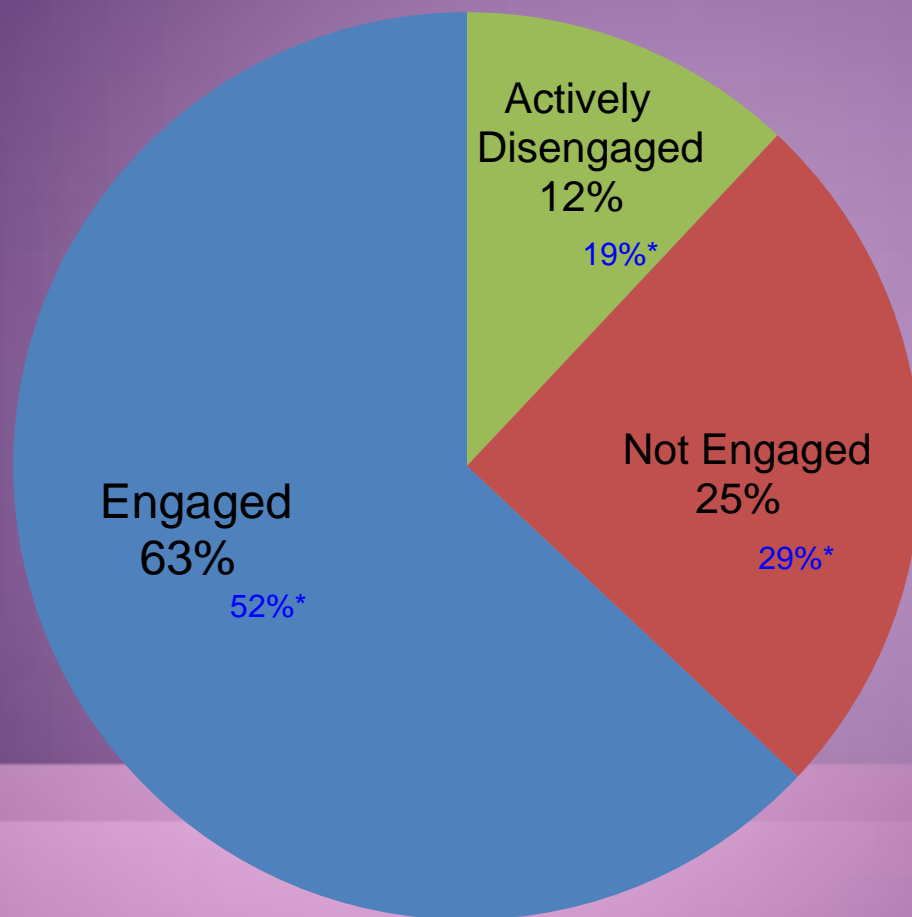
Areas of Strengths

- ‡ High academic standards held by the school.
- ‡ Mastery of the basics.
- ‡ My son/daughter is known as an individual student at their school.

Opportunities for Improvement

- ‡ When moving from one grade to the next, my child has been prepared for the step.

Student Engagement



Engagement - the involvement in and enthusiasm for school .

Distinguishes between high performing and low-performing schools higher reading, math, and science performance on state tests

*National Results

MPS Grand Mean = 4.18 (out of 5) n = 12,159
 National Grand Mean = 3.99 (out of 5) n=230,265

Areas of Strength

171

‡ I will graduate from high school.

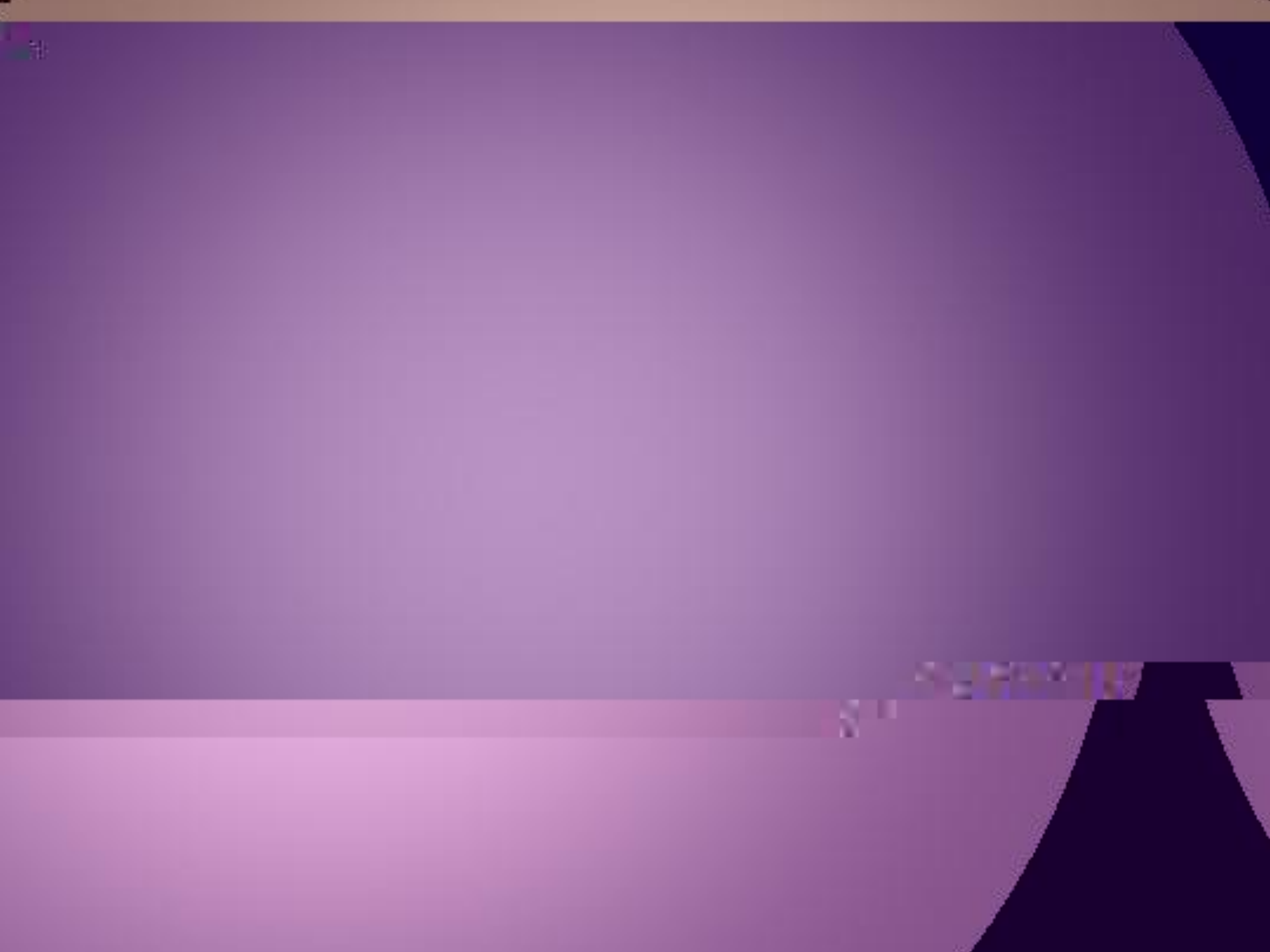
‡ There is an adult in my life who cares about my future.

‡ I have a best friend at school.

Opportunities for Improvement

‡ I can find lots of ways around my problems.

‡ In the last seven days, I have received recognition/praise for doing good schoolwork.



Gallup Q12 Impact Training t Jan 29

During the Q12 Impact 1 training session, principals and managers became familiar with the principles of engagement and its impact on performance in schools.

Supervisors learned how to understand their Q12 scorecard and how to facilitate an Impact Planning Session for their workgroup. Gallup provided training resources.

Gallup Impact Training #2 t Feb 26

Principals will discuss the constructs of hope, engagement, and wellbeing and evidence of their relationship to student achievement.

Principals will learn to explain the student and parent scorecards and interpret the results to stakeholders.

Principals will assess alternative ways for introducing student and parent results to the school community and use all three survey results in school improvement plans.

Follow Up to Training

175

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based online reporting and tracking tool) where they may
input and update workgroup level Impact Plans.

Plans are due by Friday, April 16, 2010.

Ombudsman Program Status Report
February 8, 2009

Program Purpose: Provide educational continuity and opportunity for students, grades 6 – 12 who are:

1. long-term suspended (10 days or more),
2. expelled, or
3. who have withdrawn from school without having completed graduation requirements (ReStart Program)

Location: Walnut Grove Plaza
5031 South 153rd Street

Contract Duration: Second Semester 2009-2010 School Year, and Complete 2010-2011 School Year

Student Numbers: 17 students enrolled in program as of this date

Sessions: 30 slots in a.m., 7:45 - 11:45
30 slots in p.m., 12:00 - 4:00

Ombudsman Staff: All are Nebraska Certificated Teachers

Joan Phillips, Center Director
Ken Doyle
Sara Franzluebbbers
Rebecca Kaiser

MPS Processes: Student placement and enrollment issues though Kraig Lofquist and Pupil Services.
Curriculum and credit issues through Nancy Johnston and the Office of Secondary Education

Open House and Press Announcements: Anticipated late February or early March

Respectfully Submitted:

...class day like...

...Ombudsman students:

...Participate in a competition... Class... on a... flexible schedule... which allows time for family a...

...and work responsibilities:

...work in a small... room s... Avoid typical classro...

...Develop meani... Collaborating greater...

...Participate...

...work in a small... room s... Avoid typical classro...

...Develop meani... Collaborating greater...

...Participate...

...follow a learning path... developed exclusively for them. Students have the freedom...

...to complete assignments and the flexibility they say they like best for their learning...

...and... Learning path includes:

...Language (reading, writing), (mathematics), Science:

...Language (reading, writing), (mathematics), Science:

...Language (reading, writing), (mathematics), Science:

...Language (reading, writing), (mathematics), Science:

...Language (reading, writing), (mathematics), Science:

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