#### 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

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

<sup>&</sup>quot;Highly Effective" and "Ineffective" ratings must have written statements or documentation

### **Indicator #1: Professional Practice**

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

**Indicator #1: Professional Practice continued** 

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

Narration for Indicator #1 – Professional Practice:

# Indicator #2: Professional Responsibility

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

Indicator #2: Professional Responsibility continued

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

Narration for Indicator #2 – Professional Responsibility:

## **Indicator #3: Student Development**

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

Indicator #3: Student Development continued

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

Narration for Indicator #3 – Student Development:

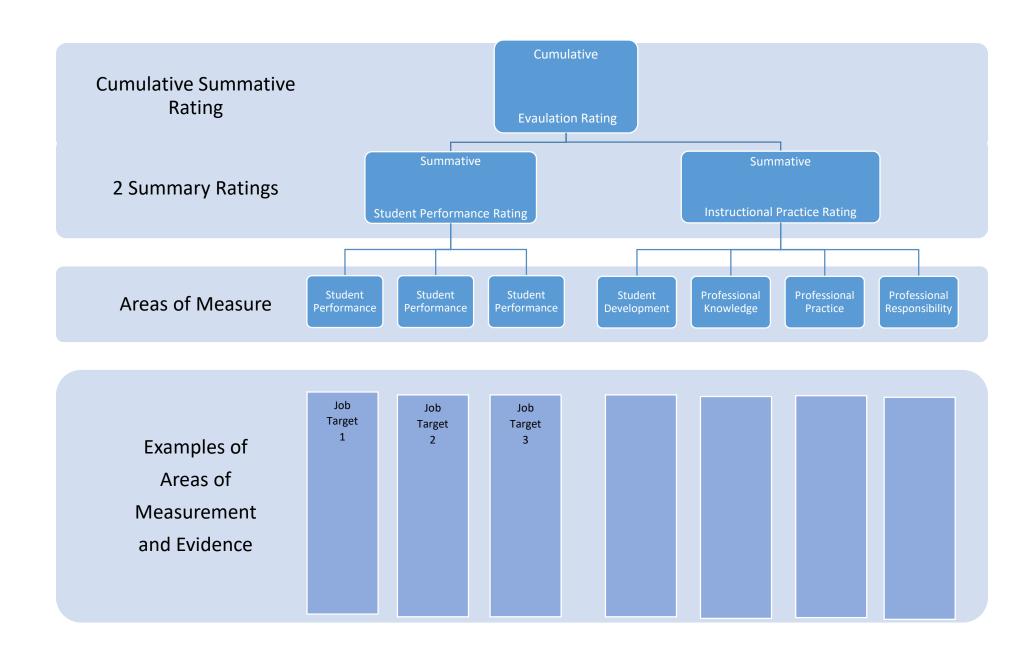
## Indicator #4: Professional Knowledge

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	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.	methodology.  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	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Designs/Applies	consistently and	designed/applied effective	inconsistently	did not design/apply	
effective methods for	effectively	methods for supporting	designed/applied	effective methods for	
supporting student	designed/applied	student outcomes.	effective methods for	supporting student	
outcomes	methods for supporting		supporting student	outcomes.	
	student outcomes.		outcomes.		
4F	The licensed employee	The licensed employee	The licensed employee	The licensed employee	
Actively seeks and	consistently and	sought and shared	demonstrated basic	did not demonstrate	
shares continuous	effectively sought and	continuous improvement	knowledge and/or	continuous	
improvement	shared continuous	through professional	inconsistent application	improvement through	
through professional	improvement through	growth activities.	of improvement through	professional growth.	
growth activities	professional growth		professional growth		
	activities.		activities.		

Narration for Indicator #4 – Professional Knowledge:



Closing comments / supporting e	vidence:	
Indicators listed on this evaluatio	n are not intended to be all-inclusive. A	dditional topics related to professional evaluation may be discussed
(Date)		(Educator's Signature) *
(Date)		(Administrator's Signature)
Plan of Assistance is:	needed	not needed
has viewed this educator perfo	ormance report in conference with the e	ee or approval of the evaluation. It indicates only that the educator evaluator. The educator has the right to reply to any comments the 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.