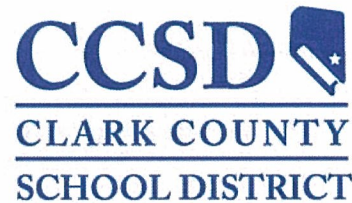


CLARK COUNTY SCHOOL DISTRICT

HUMAN RESOURCES DIVISION



Licensed Employee Appraisal System

Enhancing Professional Practice

Professional Domain Standards and Indicators

Levels of Performance Rubric

EXHIBIT G Education

Document consists of 5 pages.

X Entire document provided.

Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

Meeting Date 121109

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INTRODUCTION

The *Licensed Employee Appraisal System* is a major component of the internal accountability plan for the Clark County School District designed to ensure “quality assurance” and promote professional learning for teachers and administrators. The appraisal system identifies a framework of professional practice that serves to structure dialogue among educators about quality teaching and leadership practices.

The *Licensed Employee Appraisal System* supports formative supervision and provides a format for summative evaluation for both teachers and administrators. Included in the system is the identification of professional standards for enhancing student learning. The professional standards are organized by professional domains which encompass the primary areas of teaching responsibility and school leadership.

The Clark County School District *Licensed Employee Appraisal System* includes the following for teachers and administrators:

- **Professional Domains** - primary areas of responsibility related to teaching and school leadership.
- **Professional Standards** – expectancies of professional practice.
- **Four Performance Levels** – identified performance levels that indicate the degree to which the employee’s performance met the established expectancies.
- **Levels of Performance Rubrics** – descriptive criteria for performance related to professional domains and each professional standard.

This document includes copies of the following:

Licensed Employee Appraisal System for Teachers

- The teacher appraisal document
- The Levels of Performance Rubric
- Supporting documents to assist with data collection.

Licensed Employee Appraisal System for Administrators

- The site administrator appraisal document
- The Levels of Performance Rubric for Principals and Assistant Principals
- The Levels of Performance Rubric for Secondary Deans

“The bottom line of schooling, after all, is student learning. Everything principals do – establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction, and so on- must be in service of student learning.”

Institute for Educational Leadership, October 2000

**PROFESSIONAL STANDARDS
FOR
ENHANCING STUDENT LEARNING**
Clark County School District
Las Vegas, Nevada

GUIDING PRINCIPLES

Professional standards for enhancing student learning will:

- focus on student learning.
- acknowledge shared school leadership.
- support the collaborative nature of school leadership.
- upgrade the quality of the profession.
- reflect performance based systems of assessment and evaluation.
- be predicated in the concepts of access, opportunity and empowerment of members of the school community.

PROFESSIONAL DOMAINS	
TEACHERS	ADMINISTRATORS
Planning and Preparation: Instructional planning and preparation support the teaching/learning process.	Vision of Learning: A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement.
Assessment of Student Achievement: Student Achievement corresponds to established expectancies.	Culture for Learning: A culture for learning fosters success for all students by advocating, structuring and sustaining high social and academic expectations as well as collaborating and communicating with school community members regarding the school's vision.
Learning Environment: The instructional environment is optimal for learning.	Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth.
Instruction: Effective instruction is provided for all students.	Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation.
Professional Responsibilities: All school personnel perform professional responsibilities.	Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization.

PROFESSIONAL STANDARDS

TEACHERS	ADMINISTRATORS
PLANNING AND PREPARATION <ol style="list-style-type: none"> 1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards. 2. Content knowledge was demonstrated in planning. 3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data. 	VISION OF LEARNING <ol style="list-style-type: none"> 1. Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community. 2. Communicate, implement and align mission and goals to support the school's vision of learning. 3. Facilitate a school improvement process.
ASSESSMENT OF STUDENT ACHIEVEMENT <ol style="list-style-type: none"> 1. Student achievement, access/equity, and other site specific demographic data were analyzed. 2. Desired results for student learning/achievement were identified, measurable and used for instructional planning to determine and monitor student progress. 3. Assessment regulations and guidelines were followed. 	CULTURE FOR LEARNING <ol style="list-style-type: none"> 1. Develop and maintain a professional culture with high social and academic expectations. 2. Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning. 3. Promote equity, fairness and respect among members of the school community.
LEARNING ENVIRONMENT <ol style="list-style-type: none"> 1. An academic focus and on-task behavior were maintained. 2. A classroom management/discipline plan was in place, communicated and maintained. 3. Respect and courtesy were modeled by the teacher in student and parent interactions. 4. The physical environment supported the teaching/learning process. 	INSTRUCTIONAL PROGRAM <ol style="list-style-type: none"> 1. Maintain an accountability system of teaching and learning based on learning standards. 2. Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions. 3. Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.
INSTRUCTION <ol style="list-style-type: none"> 1. The components of an effective lesson and the basic principles of learning were used when providing instruction. 2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives engaged students in learning. 3. Lessons had a clearly defined structure and pacing was appropriate. 4. Flexible instructional groupings were utilized. 5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students. 6. Feedback to students was provided and promoted student success and achievement. 	MANAGEMENT <ol style="list-style-type: none"> 1. Ensure all responsibilities are carried out through appropriate management systems and routines. 2. Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school. 3. Manage fiscal, human, and physical resources to support learning. 4. Comply with all school and district policies and regulations, as well as state and federal laws applicable to administrators.
PROFESSIONAL RESPONSIBILITIES <ol style="list-style-type: none"> 1. The employee participated in the school improvement process and implemented school improvement goals. 2. The employee addressed identified individual improvement goals/directions. 3. The employee participated in on-going professional development to improve content knowledge and pedagogical skills. 4. The employee participated in required job-related meetings and activities and performed assigned duties. 5. The employee maintained student records. 6. The employee provided communication to parents/guardians and students related to behavior and achievement. 7. The employee worked professionally and collegially with administration, staff, parents, and community. 8. The employee used multicultural resources, materials and activities to support multicultural literacy, awareness and appreciation. 9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	LEADERSHIP CAPACITY The administrator demonstrates leadership in developing and sustaining: <ol style="list-style-type: none"> 1. a vision that supports student learning. 2. a culture for learning. 3. an instructional program that supports student learning. 4. management of the organization to support student learning.

CLARK COUNTY SCHOOL DISTRICT LICENSED EMPLOYEE APPRAISAL REPORT

Employee's Name: _____ School/Location: _____
 Social Security No.: _____ Assignment: _____ Years in CCSD: _____ Location: _____
 Observation Dates: From _____ to _____ Conference Date: _____ Page 1 of _____

Report and analysis of observations, performance, and other factors which may be pertinent to performance; probationary/postprobationary status, date of last evaluation, and directions.

LEVELS OF PERFORMANCE

Level 4	Performance exceeds standards consistently at a distinguished level.	Level 2	Performance approaches standards and/or does not consistently meet standards. *
Level 3	Performance consistently meets standards and may occasionally exceed standards in some areas.	Level 1	Performance is below standards and is not satisfactory. *

*Any area(s) marked Level 1 or 2 require documentation. Any area(s) marked Level 1, or 8 or more areas marked Level 2 results in an overall rating of "Not Satisfactory."

PROFESSIONAL DOMAINS

PLANNING AND PREPARATION	4	3	2	1
PROFESSIONAL STANDARDS				
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.				
2. Content knowledge was demonstrated in planning.				
3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.				
ASSESSMENT OF STUDENT ACHIEVEMENT	4	3	2	1
PROFESSIONAL STANDARDS				
1. Student achievement, access/equity, and other site specific demographic data were analyzed.				
2. Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.				
3. Assessment regulations and guidelines were followed.				
LEARNING ENVIRONMENT	4	3	2	1
PROFESSIONAL STANDARDS				
1. An academic focus and on-task behavior were maintained.				
2. A classroom management/discipline plan was in place, communicated and maintained.				
3. Respect and courtesy were modeled by the teacher in student and parent interactions.				
4. The physical environment supported the teaching/learning process.				
INSTRUCTION	4	3	2	1
PROFESSIONAL STANDARDS				
1. The components of an effective lesson and the basic principles of learning were used when providing instruction.				
2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.				

INSTRUCTION (continued)	4	3	2	1
3. Lessons had a clearly defined structure and pacing was appropriate.				
4. Flexible instructional groupings were utilized.				
5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.				
6. Feedback to students was provided and promoted student success and achievement.				
PROFESSIONAL RESPONSIBILITIES	4	3	2	1
PROFESSIONAL STANDARDS				
1. The employee participated in the school improvement process and implemented school improvement goals.				
2. The employee addressed identified individual improvement goals/directions.				
3. The employee participated in on-going professional development to improve content knowledge and pedagogical skills.				
4. The employee participated in required job-related meetings and activities and performed assigned duties.				
5. The employee maintained student records.				
6. The employee provided communication to parents/guardians and students related to behavior and achievement.				
7. The employee worked professionally with administration, staff, parents, and community.				
8. The employee used multicultural resources, materials and activities to support multicultural literacy, awareness, and appreciation.				
9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.				
A narrative, which includes a PERFORMANCE SUMMARY and IMPROVEMENT GOALS/DIRECTIONS, must be included on the following page.				

I certify that I have supervised and evaluated the professional performance of the above named ☐ probationary ☐ postprobationary employee, and I certify that to date this school year his/her overall performance ☐ is ☐ is not satisfactory.

*Signature of Employee

Date

☐ A response will be made (within 30 working days).☐ A response was submitted on _____

Date

Signature of Supervising Administrator

Date

Signature of Supervising Administrator Receiving Response Date

*A signature on this summary does not necessarily mean the licensed employee agrees with the opinions expressed, but merely indicates the employee has read the analysis, had an opportunity for discussion with his/her immediate supervisor, and understands that he/she has the privilege of discussing it with the Human Resources Division.