

Kimberly School District
Personnel 5222P
Evaluation of Certificated Personnel Procedure

PURPOSE

The primary purpose of the evaluation process for certificated employees is to provide the highest quality instruction for the students of our community by encouraging professional learning and ensuring quality teaching. The Kimberly School District utilizes a differentiated evaluation process for teachers in different stages in their career that is designed to serve teachers according to their professional needs. Evaluations will be used as one source of information in determining the professional development plan for the district.

Evaluation Policy

The Kimberly School District evaluates all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code.) Evaluations will be based upon current Idaho and IDAPA Rules. Training in Charlotte Danielson's Framework will be made available to all teachers and administrators who do evaluations of certified personnel on an ongoing basis as part of the professional development activities of the district. Funding for this training will be included in the professional development budget. The Supervision/Evaluation Process was developed by a committee of teachers and administrators. It is reviewed as needed by school board members, parents, teachers and administrators.

Staff Evaluation

The Kimberly School District's Supervision Evaluation Process is based on the four domains of teaching, their components and rubrics as presented in Charlotte Danielson's and the requirements of Idaho Code.

1. **Notification - Assigned Employees**

- ☐ Within four (4) weeks of the first day of the beginning of each school year, the building-level administrator shall meet with each certificated employee under his/her supervision, individually or in a group, to review the evaluation procedures and inform the employee as to whom will be observing and/or evaluating his/her performance.
- ☐ No evaluation shall take place until the certificated employee has been so informed.
- ☐ A new employee, or an employee reassigned after the beginning of the school year shall be informed by the building-level administrator of the evaluation procedures in effect within four (4) weeks of the first day in the new assignment.

2. **Contract Employees Observation and Purposes**

- ☐ Any observations of an employee shall be conducted with the full knowledge of the employee.
- ☐ Closed circuit television, video recorders, audio systems, or similar devices shall not be used without the employee's knowledge.
- ☐ Any video or audio material electronically recorded will be placed in the immediate and continuous possession of the staff member being observed. The staff member will erase or replace the tape.
- ☐ An administrator may use a laptop computer during observation/evaluation.

The Framework for Teaching by Charlotte Danielson identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what a teacher should know and be able to do in the exercise of their profession. Therefore, all teachers are responsible for implementing all components in all domains during the school year not just the components in the domains that are specifically addressed in the evaluation plan for the year.

Those domains specifically addressed will be the areas formally observed by the evaluator using the Charlotte Danielson rubrics. Components that are not subject to classroom observation during evaluation visits, will be “observed” through review of artifacts that are part of the school system of data collection or are requested by the evaluator. The formative assessment may also include both formal and informal observations made during school activities that are part of the contractual obligation.

The pre- and post-conferences are an important part of the evaluation process. At the pre-conference, the teacher may request that specific attention be given to certain components. The post-conference is an opportunity for the evaluator to gain greater understanding of the lesson and to ask questions that will clarify what is observed. It is an opportunity for the teacher to ask for suggestions as well as explain the context of the lesson. During the post-conference of the formative assessment, the teacher and evaluator will discuss the level of performance.

The summative evaluation is a compilation of all the observations during the school year, formal and informal, parental input, and the evidence of growth in student achievement. The rating of the teacher is the decision of the evaluator. The teacher always has the right to submit a written response to the summative evaluation that will be included in the personnel file.

In addition, any areas needing improvement that are articulated in the summative evaluation must be addressed with the teacher early enough in the school year for the teacher to have an opportunity to improve that area of performance. In other words, there will be no new areas needing improvement on the summative evaluation that have not been documented as brought to the attention of the teacher in a previous evaluation, assessment or conversation.

The first observation and the formative assessment must be completed by January 1 and as determined by the Board of Trustees.

The second and final (summative) evaluation shall be based 20% on objective measures of student growth, 80% on the evaluation by the administrator which includes the observation and formative assessment that was completed by **May 15** and shall include consideration of input from parents or guardians. The summative evaluation will be placed in the teacher’s personnel file in the district office.

The objective measures of student growth will be approved by the Board of Trustees. Growth in student achievement will be determined utilizing the Teacher Data Evaluation Rubric and those measures outlined in the teacher’s Personal Professional Growth Plan.

Responsibilities within the Formal Observation Process

Observation	Administration Responsibilities	Employee Responsibilities
Tier 1 Applies to teachers with a category 1,2, or 3 Contract	Within four (4) weeks after the first day of the beginning of each school term the building level administrator will meet with all Tier 1 teachers to review the evaluation process. At this time the administrator will provide each teacher with copies of all evaluation forms and identify the evaluator(s).	Teachers new to the profession will be observed on all components of Domains I, II, III, IV. 2 nd year teachers will be observed on all components of Domains I, II and III with a self-evaluation (formative only, evaluator determines final ranking) on IV.

		<p>3rd year teachers will be observed on all components of Domains II and III with a self-evaluation (formative only, evaluator determines final ranking) on I and IV.</p> <p>Teachers with more than three years' experience who have a category 1, 2, or 3 contracts will consult with their supervisor on which domains will be evaluated by the administrator and which will be done by self-evaluation.</p> <p>All teachers will complete an individual Professional Development Form.</p>
Tier 2 Applies to teachers with Continuing Contracts	The administrator and teacher will determine which domains will be evaluated. The administrator will provide copies of all evaluation forms and identify the evaluator. The domains not evaluated by the administrator will be evaluated by a self-evaluation which will include classroom artifacts.	<p>Continuing teachers will be evaluated on all four domains every three years. Teachers will complete the self-evaluations (formative only, evaluator determines final ranking) on the domains not evaluated by the administrator.</p> <p>All teachers will complete an individual Professional Development Form.</p>
Tier 3 (Probation) Applies to Category 3 teachers.	<p>Within 10 contract days of a teacher entering <i>Tier 3</i>, the building level administrator will meet with the teacher to review:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probation plan <input type="checkbox"/> The staff development expectations <input type="checkbox"/> Evaluation timelines of the probation. <p>At this time the administrator will provide the teacher with copies of all evaluation forms and identify the evaluator(s).</p>	<p>Teachers will be evaluated on components in all 4 domains.</p> <p>Teachers are responsible for fulfilling the outlined goals in the probation plan and completing the Professional Development Plan.</p>

Forms Used within the Process

Form	Purpose	Can Be Found In	When Created	By Whom
Artifact Collection	Examples of classroom activities or work, unit plans with student assessment, communication with families, instructional and non-instructional records, participation in a professional community, professional	These artifacts do not go in file.	During lessons taught by the teacher or in the performance of professional duties.	Teacher

	development, evidence of student learning.			
Informal Observations/ Assessments	To give teacher feedback on his/her teaching as it relates to the 4 domains of professional practice	Copies to teacher for his/her file and admin working file and may be used to complete summative appraisals	Two documented observations with at least one completed by January 1.	Evaluator
Charlotte Danielson Framework Checklist	To give teacher feedback on his/her teaching as it relates to the 4 domains of professional practice	Copies to teacher for his/her file and admin working file and may be used to complete summative appraisals. It is not part of the formative or summative evaluation placed in the teacher's file.	During evaluation	Evaluator and/or teacher
Formative Evaluation	To enhance professional practice and improve student achievement through ongoing dialogue and observation.	Copies to teacher	Completed by January 1.	Evaluator
Self-Assessments	To provide teacher opportunity to reflect on practice personally and with the evaluator and for use in developing formative and summative evaluations for tier II teachers	Returned to the teacher	To be determined by teacher and evaluator; evaluator determines final ranking.	Teacher and reviewed by evaluator
Summative Evaluation	To provide feedback to the teacher and to recommend renewal or non-renewal of a contract	Copy to the teacher and original placed in District Personnel file once a year	Completed by May 15.	Evaluator and signed by teacher
Professional Growth Plan	Define growth plan for the year (individual)	Copy to the teacher.	By the end of 1 st six weeks of school; reviewed at the end of the school year	Teacher and reviewed by Evaluator
Parent/Guardian Input	To provide opportunity to assess parent perceptions and improve teaching practices	Included in evaluation of Domain 4	Questionnaires during parent-teacher conferences by the end of the school year included in summative evaluation.	Parent and reviewed by Evaluator
Objective Measure of Student Growth	To provide evidence of student academic growth and improve teaching practices	Included in summative evaluation at the end of the school year	Completed by June 1.	Provided by the teacher to the Evaluator

4. Conferencing Guidelines for Tiers 1 and 2 and 3
a. Pre-Observation Conference

A pre-observation conference will be held between the appropriate administrator and the employee prior to the formal observation so that the evaluator may be apprised of the components the teacher would like the evaluator to focus on during the evaluation. The evaluator may comment on other components as well as those chosen by the teacher.

b. Post-Observation Conference

A post-observation conference shall be held as soon as possible, but no later than ten (10) contract days after the formal observation.

c. Conference Summary/ Formative Assessment

A copy of the Charlotte Danielson rubric will be available on-line to the certificated employee. A formative assessment shall be reviewed and signed by both parties. A copy shall be given to the certificated employee. The certificated employee's signature does not necessarily indicate agreement with the assessment but, rather, awareness of the content. The formative assessment includes the information from the Charlotte Danielson checklist, other observations, and may include parent input. The formative evaluation must be completed by January 1.

d. Summative Evaluation

The evaluator will complete a summative evaluation. This evaluation shall be discussed with the teacher and signed by the teacher and evaluator. A copy shall be given to the teacher and the original shall be placed in the district personnel file. The summative evaluation includes consideration of parental input, the information from the formative evaluation, observations and evaluations that have taken place since the formative evaluation, and evidence of student academic growth. The summative evaluation will be completed by June 1.

e. Responses

The certificated employee may put objections in writing and have them attached to the formative assessment or summative evaluation. The file copy of such objections shall be signed by both parties to indicate awareness of the content.

5. Letter of Concern When an evaluator has specific concerns about a teacher's performance in any of the four domains of Charlotte Danielson's Enhancing Professional Practice, A Framework for Teaching, a letter stating the concerns shall be given to the certificated employee. This letter shall contain the following:

- ☐ Date
- ☐ Documentation of prior meetings and/or discussions illustrating the specifics of the concern
- ☐ List of components in the Framework needing improvement
- ☐ Outline of available support
- ☐ Timeline for the improvement process
- ☐ Possible outcome
 - i. Placement on probation, Tier 3
 - ii. Return to original Tier
 - iii. Additional 30 contract days to improve in the areas of concern
 - iv. Available support

7. Probation Tier 3

Placement on probation is viewed as one part of the evaluation process intended to improve individual performance of a single certificated employee and the overall excellence of the education program. A pattern of unsatisfactory performance and/or a material violation of District Policy, rules or regulation or

those of the State Board of Education shall be the reason(s) for placing a certificated employee on probation.

- a. Recommendation to place a certificated employee on probation shall be made in writing to the Superintendent and/or his/her designee who may determine to submit the recommendation to the Board.
- b. The potential probationer may request a meeting with the Superintendent and/or his/her designee prior to the submission of the recommendation of probation to the Board. The meeting will deal with the necessity for probation and its terms and conditions as determined by the building level administrator.
- c. Upon reviewing and proceeding with the recommendation for probation, the Board shall do the following in compliance with Idaho Code 33-513 (5):
 1. Send a written notice to the certificated employee that he/she is being placed on probation pursuant to the recommendation of the Superintendent and/or his/her designee.
 2. Include in the letter both the reasons for probation, the conditions of the probation and provisions for adequate supervision and evaluation of the employee's performance during the probationary period.
 3. State the duration of the probation period which shall be a reasonable amount of time as required by Idaho Code, and the possible end result: continued probation, removal from probation, or non-renewal of contract.
 4. Identify the supervisor/evaluator(s) selected for the probationary cycle.
- d. The supervisor/evaluator(s) selected for the probationary cycle and the employee shall work together to clarify the improvement objectives, available resources for assistance, and observation timelines. An association representative may be involved. Attainable and reasonable objectives to be performed by a certificated employee will describe the specific criteria for completing the behavior or task. Successful completion of probation which will be defined as acceptable performance will depend upon carefully articulated goals established by the supervisor/evaluator(s) and an earnest effort in assuming responsibility for meeting those goals by the certificated employee.
- e. Each formal observation and evaluation conducted during probation shall require a pre-observation conference, an observation of at least forty (40) consecutive minutes, post-observation conference, and a conference summary. A supervisor/evaluator(s) may make a reasonable number of informal observations during probation. All informal observations shall follow the informal observation process. The employee may put objections in writing and have them attached to all observation report(s) to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.
- f. At the end of the probation, the supervisor/evaluator(s) shall recommend to the Board of Trustees one of the following actions:
 1. Discontinue probation
 2. Continue probation
 3. Non-renewal of contract

8. Appeal

Procedures for probation and termination and appeals shall be in conformance to Idaho Code 513, Section 5 and Idaho Code 33-514 and 33-515.

9. Observer

A certificated employee shall have the right to an observer of his/her choice during all levels of the

Supervision/Evaluation Process, and shall be responsible to schedule the observer to be present at the appropriate times (and pay costs, if necessary).

**Kimberly School District 414
Evaluation Process for Tier 1
Overview**

In the first 4 weeks of school, the building administration will meet with all teachers to review the initial staff development expectations, evaluation process, and timelines. At this time, the administrator will provide teachers with copies of all evaluation forms and identify their evaluator.

The formal observations will be a minimum of thirty minutes or a complete lesson, whichever is greater. Longer observations may be needed to evaluate transitions, routines and classroom management. The Charlotte Danielson Framework will be used by the evaluator during these observations.

A post-observation conference must be conducted within ten working days of each of the observations. The purpose for the post-conference is to:

1. Review the lesson(s) with a focus on student learning.
2. Reinforce the strengths of the teaching performance.
3. Identify areas for improvement.
4. Offer specific feedback on components of the domains.
5. Review the professional development plan.
6. Direct the new teacher toward relevant professional development opportunities.
7. Provide opportunities for self-reflection.

A formative assessment form will be completed by the administrator following the conference with the teacher.

The administrator may make informal observations during the year. These observations along with the formative assessment are sources of information for the summative evaluation. The summative evaluation will be discussed with the teacher and one of the following options will be indicated: contract for the following school year, continuing contract (available after three full years), probation or non-renewal on contract.

**Kimberly School District 414
Evaluation Process for Tier 2
Overview**

In the first 4 weeks of school, the building administration will meet with all teachers to review the initial staff development expectations, evaluation process, and timelines. At this time, the administrator will provide teachers with copies of all evaluation forms and identify their evaluator.

The teacher and administrator will confer on which domains will be evaluated on how they will be evaluated. All four domains must be evaluated every three years. A self-evaluation will be done on those domains not evaluated by the administrator.

The formal observations will be a minimum of thirty minutes or a complete lesson whichever is greater. Longer observations may be needed to evaluate transitions, routines and classroom management. The Charlotte Danielson Framework will be used by the evaluator during these observations.

A post-observation conference must be conducted within ten working days of each of the observations. The purpose for the post-conference is to:

1. Review the lesson(s) with a focus on student learning.
2. Reinforce the strengths of the teaching performance.
3. Identify areas for improvement.
4. Offer specific feedback on components of the domains.
5. Review the professional development plan.
6. Direct the new teacher toward relevant professional development opportunities.
7. Provide opportunities for self-reflection.

A formative assessment form will be completed by the administrator following the conference with the teacher.

The administrator may make informal observations during the year. These observations along with the formative assessment, parental input and evidence of growth in student academic achievement are sources of information for the summative evaluation. The summative evaluation will be discussed with the teacher, signed by both teacher and evaluator. A copy shall be placed in the employee's personnel file. The summative evaluation will indicate the offering of a contract for the following school year, probation or nonrenewal of contract (only after completing probation).

Kimberly School District 414 Teacher Data Evaluation Rubric,

Per Idaho Code and IDAPA Rules, the majority of the summative evaluation will be based upon professional practice (Danielson Framework) and the remaining will be based upon objective measures of student achievement. In the Kimberly School District 80% of the summative evaluation will be based upon professional practice and 20% objective measures of student growth.

Following we be used to calculate objective measures of student growth:

The following rubric will be utilized to determine classroom student achievement that will comprise 20% of the teacher evaluation.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> No data or cumulative data shows negative trend Data is not related to teacher's professional growth plan Data is not tied to state standards or building/district 	<ul style="list-style-type: none"> Cumulative data shows no evidence of growth Data is minimally related to teacher's professional growth plan Data is tied to either state standards or building/district 	<ul style="list-style-type: none"> Cumulative data shows some growth Data is aligned with teacher's professional growth plan Data is tied to state standards and building/district 	<ul style="list-style-type: none"> Cumulative data shows clear growth Data is fully aligned with teacher's professional growth plan Data is completely tied to state standards and

instructional goals where applicable	instructional goals where applicable, but not both	instructional goals where applicable	building/district instructional goals where applicable
<ul style="list-style-type: none"> Data is not representative of a class/subject of students or one quarter of instructional year. Instructor is not able to articulate best instructional practices and goals based on evaluation of data 	<ul style="list-style-type: none"> Data is for one class/subject of students or a minimum of one quarter of instruction year, but not both Instructor can minimally articulate best instructional practices and goals based on evaluation of data 	<ul style="list-style-type: none"> Data is for one class/subject of students and a minimum of one quarter of instruction year Instructor can articulate best instructional practices and goals based on evaluation of data 	<ul style="list-style-type: none"> Data is for more than one class/subject of students and more than one quarter of instruction year Instructor is able to fully articulate best instructional practices and goals based on evaluation of data

To determine an overall rating of teacher performance, the following matrix will be used:

		Professional Practice: 80% (Danielson Framework)			
		Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Student Achievement: 20%	Unsatisfactory = 1	Unsatisfactory = 1.0	Basic = 1.8	Basic = 2.6	Proficient = 3.4
	Basic = 2	Unsatisfactory = 1.2	Basic = 2.0	Proficient = 2.8	Proficient = 3.6
	Proficient = 3	Unsatisfactory = 1.4	Basic = 2.2	Proficient = 3.0	Distinguished = 3.8
	Distinguished = 4	Unsatisfactory = 1.6	Basic = 2.4	Proficient = 3.2	Distinguished = 4.0



KIMBERLY SCHOOL DISTRICT

Superintendent – Luke Schroeder

Director of Programs – Matt Schvaneveldt

District Clerk – Cassandra Searby

Business Manager – Laurie Wirtz

Board of Trustees: Zach Kelsey, Chad Allen, Rex Ward, Curtis Giles, and Myron Nield

Individual Professional Learning Plan (IPLP)

Name _____

Position _____ Date _____

Please complete and return to building administrator. This plan will be attached to your summative evaluation.

Growth in Student Achievement (See indicators below):

Briefly describe your plan to show growth in student achievement. This will be utilized as part of the multiple measures to determine student growth on the teacher evaluation. What is your plan? What quantifiable data will be used? What measurement will be used to determine student growth?

Measurable Student Achievement Indicators – Idaho Code 33-1001(12)

Instructional Staff and Pupil Personnel Services Staff

ISAT	Student learning objectives	formative assessments
Teacher constructed assessments of student growth	pre and post tests	performance based assessments
IRI	PSAT/ SAT/ ACT	District adopted assessment
End of course exams	Advanced placement exams	Professional technical exams

Student Success indicators – Idaho Code 33-1001(12)

Pupil Personnel Services Staff Only

Quantifiable goals in 504 or IEP plan	Quantifiable goals in student behavior plan	School or district identified measurable student objectives for a specified student group or population
---------------------------------------	---	---

Professional (SMART) Goals:

Goal 1:
Domain and Component (e.g. 2c, 3d):
Evidence (How will you know if the goal has been accomplished and what artifacts will you use to show the goal was accomplished):
Summative Update (Was the goal accomplished? How do artifacts support this?)

Goal 2:
Domain and Component (e.g. 2c, 3d):
Evidence (How will you know if the goal has been accomplished and what artifacts will you use to show the goal was accomplished):
Summative Update (Was the goal accomplished? How do artifacts support this?)

Signature of Employee_____

Signature of Administrator_____

Kimberly School District #414
Teacher Formative Evaluation
(Kept in Permanent District Personnel File)

Teacher:

School:

Evaluator:

Dates:

Key: U = Unsatisfactory; B = Basic; P = Proficient; D = Distinguished

Domain I – Planning and Preparation		U	B	P	D
A	Demonstrating Knowledge of Content and Pedagogy				
B	Demonstrating Knowledge of Students				
C	Setting Instructional Goals				
D	Demonstrating Knowledge of Resources				
E	Designing Coherent Instruction				
F	Assessing Student Learning				
Comments:					
Domain II – The Learning Environment		U	B	P	D

A	Creating an Environment of Respect & Rapport				
B	Establishing High Expectations for Learning				
C	Managing Classroom Procedures				
D	Managing Student Behavior				
E	Organizing & Utilizing Space & Resources				
Comments:					
Domain III – Instruction and Use of Assessment		U	B	P	D
A	Communicating Clearly & Accurately				
B	Using Questioning & Discussion Techniques				
C	Engaging Students in Learning				
D	Use of Assessment to Inform Instruction				
E	Demonstrating Flexibility & Responsiveness				
Comments:					
Domain IV – Professional Responsibilities		U	B	P	D
A	Reflecting on Teaching Accurately for Future Use				
B	Maintaining Accurate Records				
C	Communicating with Families				
D	Participating in a Professional Community				
E	Growing and Developing Professionally				
F	Showing Professionalism				
Comments:					

Any mark under "*Unsatisfactory" requires comment(s).

OVERALL SUMMARY OF PERFORMANCE FORMATIVE EVALUATION

Unsatisfactory ____ Basic _____ Proficient ____x____ Distinguished _____

RECOMMENDATIONS:

Teacher's Signature

Date

Evaluator's Signature

Date

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Report. A signature does indicate that both parties have read and discussed this evaluation. The employee may file a rebuttal statement within ten (10) days to this evaluation per IC 33-518.

Revised 7/5/2022

Kimberly School District #414

Teacher Summative Evaluation (Kept in Permanent District Personnel File)

Teacher:
School:
Evaluator:
Dates:

Key: U = Unsatisfactory; B = Basic; P = Proficient; D = Distinguished

Domain I – Planning and Preparation		U	B	P	D
A	Demonstrating Knowledge of Content and Pedagogy				
B	Demonstrating Knowledge of Students				
C	Setting Instructional Goals				
D	Demonstrating Knowledge of Resources				
E	Designing Coherent Instruction				
F	Assessing Student Learning				
Comments:					
Domain II – The Learning Environment		U	B	P	D
A	Creating an Environment of Respect & Rapport				
B	Establishing High Expectations for Learning				
C	Managing Classroom Procedures				
D	Managing Student Behavior				
E	Organizing & Utilizing Space & Resources				
Comments:					
Domain III – Instruction and Use of Assessment		U	B	P	D
A	Communicating Clearly & Accurately				
B	Using Questioning & Discussion Techniques				
C	Engaging Students in Learning				

D	Use of Assessment to Inform Instruction				
E	Demonstrating Flexibility & Responsiveness				
Comments:					
Domain IV – Professional Responsibilities		U	B	P	D
A	Reflecting on Teaching Accurately for Future Use				
B	Maintaining Accurate Records				
C	Communicating with Families				
D	Participating in a Professional Community				
E	Growing and Developing Professionally				
F	Showing Professionalism				
Comments:					

Any mark under "*Unsatisfactory" requires comment(s).

COMMENTS (including information from the formative assessment including parent input):

___Parent input was considered as part of this evaluation

___IPLP attached

___Measurable Student Achievement attached

RATING OF PROFESSIONAL PRACTICE (80%)

Unsatisfactory ___ Basic _____ Proficient _____ Distinguished _____

RATING OF MEASURABLE STUDENT ACHIEVEMENT (20%)

Unsatisfactory ___ Basic _____ Proficient _____ Distinguished _____

Percent of students meeting target _____

OVERALL SUMMARY OF PERFORMANCE EVALUATION

Unsatisfactory ___ Basic _____ Proficient _____ Distinguished _____

ADDITIONAL ADVANCED PROFESSIONAL CRITERIA:

Leadership Positions from the last 3 out of 5 years (Please list the position):

1.

2.

3.

Distinguished in Domain 2 or Domain 3 (3 of the 5 components in the domain)

_____ YES

_____ NO

75% or more of students met measurable student achievement goals (attach evidence)

_____ YES

_____ NO

COMMENDATIONS/RECOMMENDATIONS:

EVALUATORS RECOMMENDATION:

_____ Continued Employment

_____ Improvement Plan (attached)

_____ Probation Plan (attached)

_____ Non-renewal / Non-employment

Signing of this form does not indicate agreement or disagreement with the information included in the Teacher Summary Evaluation Report. A signature does indicate that both parties have read and discussed this evaluation. The employee may file a rebuttal statement to this evaluation.

Teacher's Signature

Date

Evaluator's Signature

Date

Revised 7/5/2022

