

**DIRECTIONS FOR USE OF STANDARDS RUBRIC
FOR STAFF EVALUATION
TEACHERS**

Effective 10/08/07

The Standards of Effective Teaching guide the process of professional development and evaluation of teachers. The general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct a classroom observation that encompasses a complete lesson (30 – 60 minutes).
2. Both the administrator and the teacher will fill out a separate rubric after the observation. Each will check the number that best describes performance **for each standard**. Each will also select the number that best describes each skill area (gray areas). **The skill area rating is based on overall judgment of that skill area, not an “average” of all scores assigned.** Where applicable, references to the Principles of Learning are given for various performance standards.
3. This evaluation document must be done electronically, so that student and other evidence can be adequately noted. All cells will expand.
4. The administrator will hold a conference with the teacher following each classroom observation to discuss the observation and other things known about that teacher’s overall job performance.

EXAMPLE:

| Managing Classroom Procedures | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | <u>Area of Strength</u> |
|---|---|--------------------------|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
| | <u>1.0</u> | <u>1.5</u> | <u>Area for Growth</u> | <u>Solid Performance</u> | | <u>4.0</u> | |
| | | | <u>2.0</u> | <u>2.5</u> | <u>3.0</u> | <u>3.5</u> | |
| 2. F | Students are inconsistently engaged in their work or off task. | | Students are engaged in their work and on task. • Student engagement is equally visible for high and low achievers. | | | | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. G | Considerable instructional time is lost to transitions and non-instructional tasks. | | Smooth transitions and efficient handling of non-instructional tasks are evident. • Rituals and routines are clearly established. | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. H | Does not set clear expectations for paraprofessionals and volunteers. | | Sets clear expectations for the work of paraprofessionals and volunteers. | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: During this observation, five students were off task for most of the lesson. Another ten students were off task for some of the lesson. The lesson did not begin until six minutes into the period. When students were asked to work with a partner, there was confusion as to how to select a partner and specifically what was the task. The paraprofessional in the classroom knew her role and how to support student learning. | | | | | | | |

Timelines:

1. For non-tenured teachers, the first evaluation is completed by December 15, and the second evaluation is completed by May 1 of each school year.
2. Teachers who are recommended by their principal for contract non-renewal are notified by May 15 of each school year.
3. The conference following the observation is completed within ten school days of the observation, preferably sooner.
4. Evaluation documents completed by the administrator are sent to the teacher’s personnel file no later than June 30 of each school year. Please send evaluation documents **double sided** to the personnel file and do not send this instructions page. A complete copy of each evaluation is also given to the teacher.



STANDARDS OF EFFECTIVE TEACHING

Teacher's Name: _____ School Year: _____

Observer's Name: _____ Site: _____

Time of Observation: From: _____ AM PM To: _____ AM PM Date: _____

Subject/Grade: _____

Check probationary year or tenured status:

First-Year Probationary Second-Year Probationary Third-Year Probationary Tenured

DOMAIN 1: ELEMENTS OF EFFECTIVE INSTRUCTION

| <u>Skill Area</u> | <u>Performance Level</u> | | | | | |
|--|--|--------------------------|--|--------------------------|--------------------------|--------------------------|
| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | <u>Area of Strength</u> | |
| <u>Effective Instructional Practices</u> | <u>1.0</u> | <u>1.5</u> | <u>Area for Growth</u> | <u>Solid Performance</u> | | <u>4.0</u> |
| | | | <u>2.0</u> | <u>2.5</u> | <u>3.0</u> | <u>3.5</u> |
| 1. A <i>Academic Rigor, Clear Expectations, Fair, Credible Evaluations</i> | Lesson plans lack some or all of the expected components. | | Lesson plans include: <ul style="list-style-type: none"> reference to standards. measurable objective(s) for student learning. instructional strategies. means of assessment. guiding questions. | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. B <i>Academic Rigor</i> | Lessons lack some or all of the elements of effective instruction and result in minimal increased student achievement over time. | | Implements effective instruction, aligned with the Project for Academic Excellence (PAE) training and practices, that results in increased student achievement for all students over time. Instruction includes <u>clear and effective</u> : <ul style="list-style-type: none"> lesson objective(s). direct instruction connected to prior learning. modeling with "think alouds" and/or accountable talk. guided practice. independent and group work. differentiated instruction. academic feedback to students at all achievement levels. assessment of student learning. re-teaching as needed. | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. C <i>Clear Expectations, Self-Management of Learning</i> | Limited use of student work to assess the effectiveness of lessons and/or plan new lessons. | | Uses student work to: <ul style="list-style-type: none"> assess the effectiveness of lessons. reflect on instructional practices. plan new lessons accordingly. teach students to assess their own work toward standard. | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DOMAIN 1: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

| <u>Skill Area</u> | | <u>Performance Level</u> | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Effective Instructional Practices (Continued) | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | <u>Area of Strength</u> | |
| | 1.0 | 1.5 | <u>Area for Growth</u> | | <u>Solid Performance</u> | | | |
| | | | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | |
| 1. D | Does not effectively teach students to use technology in learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. E | Limited content knowledge or student learning; few connections to other subject areas or to diverse groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | | |

| Communication | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | | |
|---|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1.0 | 1.5 | <u>Area for Growth</u> | | <u>Solid Performance</u> | | | <u>Area of Strength</u> |
| | | | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | |
| 1. F <i>See: Clear Expectations (1. A and 1. C)</i> | Oral and/or written language is unclear or incorrect, and/or inappropriate. | Oral and written language is clear, correct, and appropriate for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. G <i>See: Clear Expectations (1. A and 1. C)</i> | Directions are confusing. | Directions and procedures are clearly communicated, appropriate, and modified as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Notes:

DOMAIN 1: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

| <u>Skill Area</u> | <u>Performance Level</u> | | | | | | |
|---|--|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | |
| | <u>1.0</u> | <u>1.5</u> | <u>Area for Growth</u> | <u>Solid Performance</u> | | <u>Area of Strength</u> | |
| Questioning and Discussion | | | <u>2.0</u> | <u>2.5</u> | <u>3.0</u> | <u>3.5</u> | <u>4.0</u> |
| 1. H <i>See: Academic Rigor (1. A and 1. B), Accountable Talk</i> | Questions are often lower order- especially for lower achievers - and elicit limited student response. <input type="checkbox"/> | <input type="checkbox"/> | Uses a range of questions, some recall but more at higher levels such as analysis, synthesis, or evaluation, that: <ul style="list-style-type: none"> • are differentiated to engage all learners. • incorporate accountable talk. • are purposefully sequenced to meet instructional goals. • allow sufficient "wait time" for all students to think and reason. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. I <i>See: Accountable Talk (1. H)</i> | Involves few students in the discussion. <input type="checkbox"/> | <input type="checkbox"/> | Engages students at all achievement levels equitably in discussion that requires the use of higher order thinking, using a variety of techniques, such as: <ul style="list-style-type: none"> • Think, Pair, Share. • Cooperative/Flexible Groups. • Reciprocal Teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | |

| Maintaining Students in Learning | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | | |
|--|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1.0 | 1.5 | <u>Solid Performance</u> | | | | | |
| | | | <u>Area for Growth</u> | 2.0 | 2.5 | 3.0 | 3.5 | <u>Area of Strength</u> |
| 1. J <i>Academic Rigor</i> | Limited or no link between new information and prior knowledge and experience. | Effectively links new information with student's prior knowledge and experience. <ul style="list-style-type: none"> Teaches difficult concepts to all achievement levels with appropriate scaffolding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. K <i>Academic Rigor (See 1 .J), Self-Management of Learning</i> | Activities and assignments are often "busy work." | Students are involved in authentic learning activities that: <ul style="list-style-type: none"> support SPPS standards and curriculum. support the lesson objectives(s). recognize their interests, abilities and experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. L | There is limited or no accommodation for diverse backgrounds and learning styles. | Students' diverse cultures and experiences, special needs, language, and learning styles are effectively accommodated, by using a variety of techniques, such as: <ul style="list-style-type: none"> specific ELL strategies. visuals and scaffolding. modified assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Notes:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

| <u>Skill Area</u> | <u>Performance Level</u> | | | | | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | | <u>Area of Strength</u> | | |
| | <u>1.0</u> | <u>1.5</u> | <u>Area for Growth</u> | | <u>Solid Performance</u> | | | | | |
| Environment of Respect and Rapport | | | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | | | |
| 2. A | Relationships with students are negative, disrespectful or inequitable. | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. B <i>See: Accountable Talk (1. H)</i> | Creates a negative classroom climate with evidence of low expectations or bias. | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. C | Standards of conduct are unclear and/or not followed. | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | | | | |

| Environment for Learning | BELOW STANDARD | | MEETS STANDARD | | | | | |
|---|--|--------------------------|--|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1.0 | 1.5 | Area for Growth 2.0 | Solid Performance 2.5 3.0 3.5 | | | Area of Strength 4.0 | |
| 2. D <i>Clear Expectations, Self-Management of Learning</i> | Fails to clearly communicate standards for student work and/or provide tools to assess them. <input type="checkbox"/> | <input type="checkbox"/> | Clearly communicates and displays standards for student work and provides tools to assess them, such as: <ul style="list-style-type: none"> • student developed rubrics to assess own work. • exemplars that are posted. • displays that students use as models for their own work. • criteria charts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. E | Classroom is cluttered, disorganized; not conducive to learning. <input type="checkbox"/> | <input type="checkbox"/> | Classroom is well organized and instructional resources are prepared and accessible. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | | |

DOMAIN 2: THE CLASSROOM ENVIRONMENT (Continued)

| <u>Skill Area</u> | <u>Performance Level</u> | | | | | | |
|--------------------------------------|---|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | |
| | | | <u>Area for Growth</u> | | <u>Solid Performance</u> | | <u>Area of Strength</u> |
| Managing Classroom Procedures | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 |
| 2. F | Students are inconsistently engaged in their work or off task. <input type="checkbox"/> | <input type="checkbox"/> | Students are engaged in their work and on task. • Student engagement is equally visible for high and low achievers. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. G | Considerable instructional time is lost to transitions and non-instructional tasks. <input type="checkbox"/> | <input type="checkbox"/> | Smooth transitions and efficient handling of non-instructional tasks are evident. • Rituals and routines are clearly established. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. H | Does not set clear expectations for paraprofessionals and volunteers. <input type="checkbox"/> | <input type="checkbox"/> | Sets clear expectations for the work of paraprofessionals and volunteers <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | |

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

Skill Area

Performance Level

| Informing and Engaging Families | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | | |
|--|---|--------------------------|--|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------------|
| | 1.0 | 1.5 | <u>Area for Growth</u> | | <u>Solid Performance</u> | | | <u>Area of Strength</u> |
| | | | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | |
| 3. A | Fails to effectively communicate with parents. | | Effectively communicates with parents regarding individual student's progress. <ul style="list-style-type: none"> Seeks resources to Communicate in home language when possible. | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. B <i>See: Clear Expectations (1. A and 1 C)</i> | Families are rarely engaged in the instructional program. | | Efforts to engage families in the instructional program are frequent and culturally appropriate. | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | | |

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

| <u>Skill Area</u> | <u>Performance Level</u> | | | | | | | | | |
|---|--|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | | | <u>Area of Strength</u> | |
| | 1.0 | 1.5 | <u>Area for Growth</u> | | <u>Solid Performance</u> | | | | 4.0 | |
| Professional Growth/Service to Profession | | | 2.0 | 2.5 | 3.0 | 3.5 | | | | |
| 3. C | Ignores or minimizes feedback from colleagues and supervisors | | Open to feedback from colleagues and supervisors. | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. D | Participates in professional development if required or at a minimal level | | Regularly participates in professional development and implements expected instructional practices with fidelity that are aligned with the PAE Implementation Guide or Disciplinary Literacy practices: | | | | | | | |
| | | | <ul style="list-style-type: none"> • takes advantage of coaching. • aligns Professional Development Plan with PAE and student results. • participates in Learning Walks. | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. E | Work with other teachers is ineffective. | | Works effectively and respectfully with others in: | | | | | | | |
| | | | <ul style="list-style-type: none"> • planning and implementing instruction (collaboration). • actively participating in a Professional Learning Community. • following through and sharing workloads with teams. | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | | | | | | | |

PROFESSIONAL EXPECTATIONS

- Has good attendance. YES NO
- Has effective lesson plans available if absent. YES NO
- Attire is appropriate. YES NO
- Student attendance records, report cards and files are accurate and complete. YES NO
- Follows laws and policies (i.e., Due Process, Abuse Reporting, etc.). YES NO



SAINT PAUL PUBLIC SCHOOLS
Standards of Effective Teaching Summary Evaluation

School Year _____

| | <u>BELOW STANDARD</u> | | <u>MEETS STANDARD</u> | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1.0 | 1.5 | <u>Area for Growth</u> | <u>Solid Performance</u> | | | <u>Area of Strength</u> |
| | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 |
| 1. Effective Instructional Practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Questioning and Discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Maintaining Students in Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Environment of Respect and Rapport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Environment for Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Managing Classroom Procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Informing and Engaging Families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Professional Growth/Service to Profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUMMARY EVALUATION

Please rate the overall performance of _____
 Teacher

| Below Standard | | Needs Professional Growth | | Solid Performance | | Very Strong in Many Standards | |
|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|
| 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Signed: _____ Date: _____

Principal/Administrator

This performance appraisal has been discussed with me and I have received a complete copy of it. Teachers may submit a letter pertaining to this evaluation to their personnel file.

Signed: _____ Date: _____

Teacher

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008