



TEACHER CRITERIA AND INDICATORS RUBRIC

Employee Name/ID#: _____	School Year: _____
Position: _____	Building/Location: _____
Evaluator Name/Title: _____	Date of Hire: _____
CDE License(s): _____	Expiration Date(s): _____

Status:

<input type="checkbox"/> Probationary	<input type="checkbox"/> Non-Probationary	<input type="checkbox"/> Off Cycle	<input type="checkbox"/> Temporary
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> Non-Probationary	<input type="checkbox"/> Contract (INR)
<input type="checkbox"/> 3 years			

Data Sources:	
Direct Observation(s):	Date(s)
Conference(s):	Date(s)
Indirect Evaluation:	Date(s)
Written Documentation:	Date(s)
Criteria and Indicators Rubric:	Date(s)
Other (describe):	Date(s)

Directions: The evaluator should complete this form by the end of the first quarter in preparation for the initial evaluation conference. The employee being evaluated should also receive a blank copy of this form to use as a self-assessment worksheet, and should bring his/her self-evaluation to the scheduled conference to use as the basis of discussion. The evaluator, however, makes the final decision as to what is included on the official version of this form. Both the employee and evaluator should date and initial the official copy of this form during the conference meeting.

The individual completing this worksheet must evaluate the employee's performance on each of the seven criteria & indicators and Best Practices. Specifically, he/she must review each indicator listed in the column on the far left of each page and then place a check mark in the appropriate box indicating whether the employee's performance is "Advanced," "Proficient," "Progressing," or "Unsatisfactory." Information used to prepare this worksheet may come from a variety of sources. Any rating of "Unsatisfactory" must be explained in the comments section under each criteria.



TEACHER CRITERIA AND INDICATORS RUBRIC

School Year _____

Employee _____

Subject/Grade _____

School _____

Evaluator(s) _____

1.0 TEACHER LEADERSHIP

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
1.1 <i>The Teacher Develops Class Mission Statement and Goals</i>	The teacher does not yet have clearly define class mission or goals. <input type="checkbox"/>	The teacher has a class mission and goals that were developed with some student involvement. <input type="checkbox"/>	The teacher has established a class mission and aligned goals with involvement of all students. <input type="checkbox"/>	The teacher works with all students to clearly set the class mission and aligned goals. The goals require high performance from all students toward district/state standards. <input type="checkbox"/>
1.2 <i>The Teacher Monitors and Communicates Class Progress to Parents and Students</i>	The teacher does not yet monitor progress toward class goals. <input type="checkbox"/>	The teacher monitors class progress towards goals, but does not yet chart and display class progress. <input type="checkbox"/>	The teacher monitors, charts, and displays class progress, but does not yet systematically report progress to parents. <input type="checkbox"/>	The teacher monitors, charts, and displays class progress toward goals. The progress is systematically reviewed and reported to students and parents. <input type="checkbox"/>
1.3 <i>The Teacher Leads Using Continuous Improvement Principles</i>	The teacher does not yet use a continuous improvement approach to lead the learning process. <input type="checkbox"/>	The teacher sometimes uses continuous improvement approaches to lead the learning process. <input type="checkbox"/>	The teacher often uses a continuous improvement approach to prioritize and set direction, but does not model improvement approaches at all times. <input type="checkbox"/>	The teacher regularly uses and models a Plan-Do-Study-Act (PDSA) continuous improvement approach to set direction, and create an environment conducive to learning and achieving high student performance. <input type="checkbox"/>
Comments:				

2.0 CLASS STRATEGIC PLANNING

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
2.1 <i>The Teacher Sets and Aligns Class Goals</i>	There is not yet evidence of planning using class goals. <input type="checkbox"/>	The teacher develops daily learning plans, but does not systematically address identified performance standards using class goals. <input type="checkbox"/>	The teacher develops class goals that are aligned to the school improvement plan and district/state standards. The students are not yet involved in the planning process. <input type="checkbox"/>	The teacher has a systematic planning process, involving students, to develop class goals that are challenging and aligned to the school improvement plan and district/state standards. <input type="checkbox"/>
2.2 <i>The Assistant Principal Works with Staff and Stakeholders to Develop Action Plans to Accomplish Goals</i>	The teacher has not yet involved students in setting individual student goals. <input type="checkbox"/>	The teacher involves students in setting individual student goals, but does not yet have students monitor and record their performance. <input type="checkbox"/>	The teacher actively involves students in setting individual student goals, and monitoring and recording their performance. <input type="checkbox"/>	The teacher regularly involves students in setting individual student goals that are aligned to class goals. The teacher assists students in evaluating and improving learning processes, and monitoring and recording their individual and class performance. <input type="checkbox"/>
Comments:				

3.0 STUDENT AND STAKEHOLDER FOCUS

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
3.1 <i>The Teacher Incorporates District/State Standards Into Class Goals and Objectives</i>	The teacher is not yet systematically using external requirements to set direction for class learning. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher communicates with other teachers about what students need to know to be successful in the next grade/course. There have not yet been formal surveys to other teachers. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher annually surveys teachers from next grade/course to check that his/her students' level of learning is adequate to prepare students for success. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher regularly surveys other teachers from the next and previous grade/course to ensure that class goals are addressing next level requirements and are adequate to prepare students for success. The teacher explains class requirements to students and includes them in class and student goals. <div style="text-align: right;"><input type="checkbox"/></div>
3.2 <i>The Teacher Builds Positive Relations with Customers of the Class</i>	The teacher does not yet have a systematic approach to build positive relationships with parents and others. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher uses a variety of communication methods, such as phone contacts, conferences, and progress reports to keep positive relationships with parents, but does not yet have a systematic approach. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher systematically develops positive relationships with staff and parents through a variety of communication methods that support the class. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher systematically develops positive relationships with staff, parents, and key stakeholders that support the class. These relationships provide assistance in achieving class goals. <div style="text-align: right;"><input type="checkbox"/></div>
3.3 <i>The Teacher Monitors Student and Stakeholder Satisfaction</i>	The teacher does not yet monitor the level of student and stakeholder satisfaction with the class performance. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher has some methods in place to monitor student satisfaction, but does not yet monitor parent satisfaction. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher monitors the level of parent and student satisfaction with class progress and overall performance. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher monitors and records levels of stakeholder satisfaction. Separate assessments are conducted with students, parents, and the appropriate stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>
Comments:				

4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
4.1 <i>The Teacher Collects and Uses Data to Improve Class and Individual Student Performance</i>	The teacher does not yet use assessment data to improve the learning processes. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher uses some class assessments to measure student performance and makes decisions about class learning processes. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher often uses assessments to assess and improve student and class performance. Progress toward class goals is charted and displayed. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher regularly uses class & individual student performance data from a variety of assessments. The Data will determine mastery of class & district standards to guide decision-making on class & individual performance goals. Learning assessments are short-cycle and used for Plan-Do-Study-Act (PDSA). <div style="text-align: right;"><input type="checkbox"/></div>
4.2 <i>The Teacher Collects Comparative Data to Analyze and Improve the Class Learning Processes</i>	The teacher does not yet compare class performance to other classes. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher is beginning to collect comparative data from other classes within their own school. Comparison data has not yet been collected for similar classes in other schools. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher has collected comparative data from other high-performing classes and has some trend data. There is no evidence of benchmarks to show best practices. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher has compared over time class and student performance against other high performing classes of comparable size and composition. The teacher seeks benchmarks and best practices to improve learning processes. <div style="text-align: right;"><input type="checkbox"/></div>
4.3 <i>The Teacher Provides Students with Access to Their Individual Performance Results</i>	The teacher does not yet provide students access to class or individual student data to chart their own performance. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher has worked with students to keep a formal record of their individual performance and class performance. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher charts and displays class performance data, but has not yet charted or displayed individual student performance. <div style="text-align: right;"><input type="checkbox"/></div>	The teacher provides students access to their individual student performance data so they can chart and monitor their own progress toward individual goals and compare their performance to overall class performance. <div style="text-align: right;"><input type="checkbox"/></div>
Comments:				

5.0 STUDENT FOCUS

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
5.1 <i>The Teacher Recognizes and Celebrates Student Contributions to Goals</i>	The teacher does not yet recognize or celebrate student or class successes.	The teacher recognizes some student successes, but has not yet aligned recognition to class or student goals.	The teacher often recognizes student successes that align to class goals. Celebrations are held for class and student goals.	The teacher recognizes student success toward achieving goals for the class and individual students. Celebrations are held regularly for progress toward class and individual goals.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 <i>The Teacher Involves and Educates Students to be Leaders in Improving Their Individual and Class Learning</i>	The teacher has not involved students as leaders in the learning process.	The teacher has involved students in establishing key learning, but does not yet ask them to evaluate and improve the class learning system.	The teacher has involved student in establishing and improving class learning processes, but they are not yet taking responsibility for achieving personal learning goals.	The teacher has developed processes to enable students to take responsibility for evaluating and improving class and individual learning. Students are responsible for achieving personal goals and assisting with class goals.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

6.0 CLASS LEARNING PROCESSES

CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
6.1 <i>The Teacher Uses a Continuous Improvement Approach (Plan-Do-Study-Act)</i>	The teacher does not yet utilize continuous improvement approaches.	The teacher is beginning to utilize continuous improvement Plan-Do-Study-Act (PDSA) approaches.	The teacher is using a continuous improvement approach including a Plan-Do-Study-Act (PDSA) improvement cycle, quality tools, and often involves students.	The teacher designs and improves class learning processes using a Plan-Do-Study-Act (PDSA) improvement cycle, quality tools, action research, aligned standards-based curriculum, a variety of results data, and student involvement.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 <i>The Teacher Creates a Learner Environment to Assist Student to Achieve Class Goals</i>	The class learning environment is not yet safe or orderly to effectively facilitate learning.	The learning environment is safe and orderly, but is not conducive to facilitate the learning and class management processes.	The teacher creates a learning environment that is safe and orderly, and facilitates learning and management processes.	The teacher creates a learning environment that is safe and orderly, and efficiently facilitates learning processes. Students have input to the physical learning environment and class management processes to achieve class goals.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 <i>The Teacher Frequently Evaluates the Class Work Day</i>	The class workday is not yet evaluated by the teacher and students.	The teacher is beginning to involve students in evaluating the class workday.	The teacher often involves students in evaluating the class workday, but does not yet involve them in making the identified improvements.	The teacher regularly involves students in evaluating the class workday and making improvements. Process improvements are made based on the frequent evaluation with student input. The use of quality tools like Plus/Delta are evident.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

7.0 CLASS RESULTS				
CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
7.1 <i>Class Performance Results are Improving Compared to Past Performance Results</i>	Class performance is not yet improving. <input type="checkbox"/>	Class performance does not show consistent improvement trends, but does show isolated areas of improvement. <input type="checkbox"/>	Class performance has improved and goals are being met, but the achievement gap between student groups has not closed. <input type="checkbox"/>	Class performance is consistently improving in all areas as compared to past performance. Aligned class goals are achieved and performance standards are met. Gaps between student groups have closed. <input type="checkbox"/>
7.2 <i>Class Performance is Improving as Compared to Similar Schools</i>	Class comparison data are not yet collected and compared. <input type="checkbox"/>	Class performance in isolated areas is improving compared to similar classes in some areas. <input type="checkbox"/>	Class performance is improving compared to similar classes, but the achievement gap between student groups has not narrowed. <input type="checkbox"/>	Class performance in most areas is consistently improving as compared to similar classes. Aligned class goals and performance standards are met. The achievement gap between student groups has closed. <input type="checkbox"/>
Comments:				

INCORPORATES BEST PRACTICES				
CLASS INDICATORS	UNSATISFACTORY	PROGRESSING	PROFICIENT	ADVANCED
The Teacher Incorporates Best Practices into the Classroom Learning System	The teacher does not yet use best practices that support continuous improvement in the learning system. <input type="checkbox"/>	The teacher is starting to use some best practices to improve classroom performance and create a results-oriented learning system. <input type="checkbox"/>	The teacher sometimes uses behaviors that integrate the key requirements of a learning system that supports continuous improvement. The teacher is beginning to use a results-oriented framework as the foundation for improved performance. <input type="checkbox"/>	The teacher uses and models behaviors that integrate the key requirements for continuous improvement and improved performance within the learning system. The best practices provide a results-oriented framework for the learning environment that create the basis for action and feedback. <input type="checkbox"/>
Comments:				

COMMENTS

CRITERIA AND INDICATORS RUBRIC

The selected Criteria and Indicators Rubric must be signed and dated on the date discussed.

1.0 TEACHER LEADERSHIP

2.0 CLASS STRATEGIC PLANNING

3.0 STUDENT AND STAKEHOLDER FOCUS

4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

5.0 STUDENT FOCUS

6.0 CLASS LEARNING PROCESSES

7.0 CLASS RESULTS

BEST PRACTICES



TEACHER SUMMATIVE EVALUATION REPORT

Employee Name/ID #: _____ School Year: _____
 Position: _____ Building/Location: _____
 Evaluator(s) Title: _____ Date of Hire: _____
 CDE License(s): _____ Expiration Date(s) _____

Status:

- Probationary Non-Probationary Off Cycle
 1 2 3 years Non-Probationary

Data Sources:

Direct Observation(s):	Date(s)
Conference(s):	Date(s)
Indirect Evaluation:	Date(s)
Written Documentation:	Date(s)
Criteria and Indicators Rubric:	Date(s)
Other (describe):	Date(s)

Group Orientation Meeting: Date(s) _____

Evaluation Material Received: Date(s) _____

For Employees Who Have Not Performed At a Satisfactory Level:

Assistance from others provide information below with date(s): *i.e.*, Observations; Conferences; Summative Evaluation Conference; Other (indicate)

Note Type of Assistance Provided	Dates
•	•
•	•
•	•

Criteria and Indicators Rubric Information

Unless noted, the employee is performing at a satisfactory level on all Criteria as measured by the Indicators on the Criteria and Indicators Rubric. For purposes of this evaluation process, "Satisfactory Level" is defined as receiving a rating of "Advanced," "Proficient," or "Progressing."

•
•
•
•
•

Evaluator _____
 Evaluatee _____

TEACHER SUMMATIVE EVALUATION REPORT

Strengths And Areas For Improvement From All Data Sources (include special commendations, accomplishments, and/or other comments)

Strengths: •	Areas for Improvement: •
•	•
•	•

Check Those That Apply:

<input type="checkbox"/> Notice of Deficiencies was provided	Date(s):
<input type="checkbox"/> Deficiencies were corrected	Date(s):
<input type="checkbox"/> Remediation Plan developed	Date(s):
<input type="checkbox"/> Deficiencies were not corrected	Date(s):

Performance Summary and Recommendations (check appropriate statement):

PROBATIONARY <input type="checkbox"/> The teacher is performing at a Satisfactory Level - recommended for renewal of contract. <input type="checkbox"/> The teacher's performance is not at a Satisfactory Level (opportunities for correction have been provided and the performance still does not meet the Criteria and Indicators) - recommended for conditional renewal of contract. <input type="checkbox"/> The teacher's performance is not at a Satisfactory Level (opportunities for improvement have been provided and the performance still does not meet the Criteria and Indicators) - not recommended for renewal of contract. <input type="checkbox"/> Temporary contract (INR) - not eligible for renewal of contract.	NON-PROBATIONARY <input type="checkbox"/> The teacher is performing at a Satisfactory Level - recommended to continue contract. <input type="checkbox"/> The teacher's performance is not at a Satisfactory Level (opportunities for correction have been provided and the performance still does not meet the Criteria and Indicators) - recommended for continuation of contract with formal evaluation during the next school year. <input type="checkbox"/> The teacher's performance is not at a Satisfactory Level (opportunities for improvement have been provided and the performance still does not meet the Criteria and Indicators) - recommended for dismissal.
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THE CRITERIA AND INDICATORS RUBRIC AND PROFESSIONAL GROWTH PLAN ARE ATTACHED AS DOCUMENTATION.

Evaluator _____ Evaluatee _____

TEACHER SUMMATIVE EVALUATION REPORT

DISCLAIMER

THE DISTRICT'S PERFORMANCE EVALUATION SYSTEM, INCLUDING, BUT NOT LIMITED TO, THIS SUMMATIVE EVALUATION REPORT FORM, IS NOT INTENDED TO AND DOES NOT CREATE ANY CONTRACT OR PROPERTY RIGHT OR IMPOSE ANY OBLIGATION IN ADDITION TO OR APART FROM THOSE RIGHTS OR OBLIGATIONS, IF ANY, EXPRESSLY ESTABLISHED BY STATUTE.

RECOMMENDATIONS TO RENEW OR CONTINUE A CONTRACT (EITHER CONDITIONALLY OR UNCONDITIONALLY) ARE NOT A GUARANTEE OF CONTINUED EMPLOYMENT WITH THE DISTRICT. SUBJECT TO APPLICABLE LAW, EMPLOYEES MAY BE SUBJECT TO DISCIPLINARY OR OTHER ACTION, INCLUDING TERMINATION FROM EMPLOYMENT, FOR REASONS INDEPENDENT OF THE PERFORMANCE EVALUATION PROCESS, INCLUDING, BUT NOT LIMITED TO, FAILURE TO ADHERE TO THE DISTRICT'S GENERAL WORK RULES, LEGAL REQUIREMENTS, JOB EXPECTATIONS, OR BOARD POLICIES OR FOR ANY OTHER REASON PERMITTED BY LAW.

FINALLY, NOTHING IN THIS PERFORMANCE EVALUATION SYSTEM, INCLUDING, BUT NOT LIMITED TO, THIS SUMMATIVE EVALUATION REPORT FORM, SHALL INTERFERE WITH THE DISTRICT'S ABILITY TO "NONRENEW" A PROBATIONARY EMPLOYEE'S CONTRACT PURSUANT TO APPLICABLE LAW.

The contents of this report have been discussed with the employee.

(Signature indicates review, not necessarily agreement with, contents of report)

Employee's Signature
(Signature indicates copy was received)

Evaluator(s)' Signature

Date

Date

Evaluator(s)' Immediate Supervisor Signature

Evaluator(s)' Immediate Supervisor Signature

Date

Date

Comments:



INFORMAL EVALUATION REVIEW CONFERENCE

(ANNUAL BETWEEN FORMAL CYCLES- NON-PROBATIONARY EMPLOYEES)

Employee Name/ID#:	_____	School Year:	_____
Position:	_____	Building:	_____
Evaluator(s) Name:	_____	Evaluator(s) Title:	_____
Date of Conference:	_____		
CDE License(s):	_____	CDE Expiration Date:	_____

Purpose: To provide an informal performance review during each of the two years between the formal evaluations of the three-year cycle:

Results:

- **The following Criteria and Indicators were reviewed and discussed:**

- **The employee's annual Professional Growth Plan was discussed:**

- **Other topic discussed:**

Employee's Signature
(Signature indicates copy was received)

Evaluator(s)' Signature

Date

Date

Copies: Employee
Evaluator(s)
Human Resources

Evaluator _____
Evaluatee _____



PROFESSIONAL GROWTH PLAN

Employee Name/ID#: _____ School Year: _____
 Position: _____ Building/Location: _____
 Evaluator(s)Name/Title: _____ Date: _____

STUDY	<p>List the skills or competencies you plan to improve. Review Professional Growth Plan results from last year, if applicable. Identify any “Unsatisfactory” ratings on your last evaluation. What Criteria and Indicators will be addressed from the Criteria and Indicators Rubric?</p> <input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<p>What supports the need for improvement?</p>

PLAN	Professional development S.M.A.R.T. Goals (must have at least one goal aligned to District Goals)	
	1.	RELATED GOAL
	2. (Optional)	

DO	Steps	Developmental Actions to Accomplish Plan	Result Measures	Resources	Improvement Timeline
	#1				
	#2				
	#3				

Evaluator _____
 Evaluatee _____

PROFESSIONAL GROWTH PLAN

STUDY	Data Sources/Methods to Evaluate Improvements	What were the accomplished improvements and outcome results?
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ACT	How can the improvement be sustained?
	When will this be evaluated again and by whom?

Additional Education and Training Focus

Comments (Optional)

Employee's Signature
(Signature indicates copy was received)

Evaluator(s)' Signature

Date

Date

Copies: Employee
Evaluator(s)
Human Resources

Evaluator _____
Evaluatee _____



OBSERVATION REPORT

Employee Name/ID #: _____

Position: _____

Evaluator(s) Name/Title: _____

Agreed Upon Date
of Observation: _____

School Year: _____

Building: _____

Prearranged? Unannounced?

Class Observed: _____

Observed From: _____ To: _____

Employee completes before observation	Evaluator completes during observation
Identify objectives of the lesson:	Comments:
Describe the teaching/learning activities:	Comments:
What Criteria & Indicators will you demonstrate in your lesson?	Comments:

Evaluator _____
 Evaluatee _____

OBSERVATION REPORT

Instructor completes before the observation	Evaluator completes during observation
How will you measure learning/achievement?	Comments:
What specific areas would you like the evaluator to observe and provide you with feedback?	Comments:
Additional information that may be helpful to the evaluator:	Comments:

COMMENTS:

- **Employee Self Assessment:** (after lesson)

Evaluator _____
Evaluatee _____

OBSERVATION REPORT

Summary of Topics Discussed at Conference (must include observed activity and Criteria & Indicators):

Strengths, Weaknesses, Recommendations:

Employee's Signature
(Signature indicates copy was received)

Evaluator(s)' Signature

Date

Date

Copies: Employee
Evaluator(s)
Human Resources

Evaluator _____
Evaluatee _____



NOTICE OF PLACEMENT ON FORMAL EVALUATION (OUT OF CYCLE)

Employee Name/ID#: _____	School Year: _____
Position: _____	Building: _____
Evaluator(s) Name/Title: _____	Date: _____
CDE Licenses: _____	
CDE Expiration Date: _____	

This document serves as notification that you are being placed on formal evaluation for school year _____

Reasons:

Employee's Signature
(Signature indicates copy was received)

Evaluator(s)' Signature

Date

Date

Copies: Employee
Evaluator(s)
Human Resources

Evaluator _____
Evaluatee _____



NOTICE OF DEFICIENCIES

Employee Name/ID #: _____ School Year: _____
 Position: _____ Building/Location: _____
 Evaluator(s) Name/Title: _____ Date: _____

The District is providing you with this Notice of Deficiencies because you have failed to receive ratings of “Advanced”, “Proficient”, or “Progressing” on each of the indicators set forth on the Criteria and Indicators Rubric. The indicator(s) for which you received ratings of “Unsatisfactory” are set forth below. If you fail to improve your ratings on each of these indicators to “Advanced”, “Proficient”, or “Progressing” by _____, your contract with the District may not be renewed or you may be subject to disciplinary action, including dismissal. An additional observation and conference will take place following your placement on a Remediation Plan and data from other sources may be collected to determine whether the required improvements have been made.

Areas of Deficiency:

Optional Comments From Employee (additional pages may be attached):

We will meet to develop a Remediation Plan to correct these deficiencies. A meeting has been scheduled at _____ on _____. Please confirm this date and time. Please sign both copies of this form, keep one copy and return the other copy.

IMPROVEMENT OF AN EMPLOYEE’S PERFORMANCE RATINGS TO “ADVANCED,” “PROFICIENT,” OR “PROGRESSING” IS NOT A GUARANTEE OF CONTINUED EMPLOYMENT WITH THE DISTRICT. SUBJECT TO APPLICABLE LAW, AN EMPLOYEE MAY BE SUBJECT TO DISCIPLINARY ACTION INCLUDING TERMINATION FROM EMPLOYMENT FOR REASONS INDEPENDENT OF THE PERFORMANCE EVALUATION PROCESS.

 Employee’s Signature
 (Signature indicates copy was received)

 Evaluator(s)’ Signature

Date _____

Date _____

Copies: Employee
 Evaluator(s)
 Human Resources

Evaluator _____
Evaluatee _____



TEACHER REMEDIATION PLAN

Employee Name/ID #: _____ School Year: _____
 Position: _____ Building/Location: _____
 Evaluator(s) Name/Title: _____ Date: _____

STUDY	Deficiencies (Indicators on which employee received a rating of “Unsatisfactory”):
	What Criteria and Indicators will be addressed from the Criteria and Indicators Rubric?
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	What supports the need for improvement?

PLAN	Corrective Plan (for each deficiency)	
	1.	RELATED GOAL
	2. (Optional)	

DO	Steps	Corrective Measures/Actions	Assistance	Resources	Improvement Timeline
	#1				
	#2				
	#3				

Evaluator _____
 Evaluatee _____

TEACHER REMEDIATION PLAN

STUDY	Data Sources/Methods to Evaluate Improvements	What were the accomplished improvements and outcome results?

ACT	How can the improvement be sustained?
	When will this be evaluated again and by whom?

It is expected that by the timeline(s) set forth above, the employee will improve his/her performance rating on each of the indicators on which he/she received a rating of "Unsatisfactory" to a rating of "Advanced," "Proficient, or "Progressing."

Employee's Statement (Optional)

IMPROVEMENT OF AN EMPLOYEE'S PERFORMANCE RATINGS TO "ADVANCED," "PROFICIENT," OR "PROGRESSING" IS NOT A GUARANTEE OF CONTINUED EMPLOYMENT WITH THE DISTRICT. SUBJECT TO APPLICABLE LAW, AN EMPLOYEE MAY BE SUBJECT TO DISCIPLINARY ACTION INCLUDING TERMINATION FROM EMPLOYMENT FOR REASONS INDEPENDENT OF THE PERFORMANCE EVALUATION PROCESS.

NOTHING IN THIS REMEDIATION PLAN SHALL INTERFERE WITH THE DISTRICT'S ABILITY TO TERMINATE OR 'NON-RENEW' A PROBATIONARY EMPLOYEE'S CONTRACT PURSUANT TO COLORADO LAW.

 Employee's Signature
 (Signature indicates copy was received)

 Evaluator(s)' Signature

 Date

 Date

Copies: Employee
 Evaluator(s)
 Human Resources

Evaluator _____
Evaluatee _____